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ABSTRACT

One hundred and twenty-three books, research reports, and journal articles, which were available from September to December 1974, are listed in this annotated bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under six headings: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Documents include descriptions of vocational courses, prevention of juvenile delinquency, research into the causes of asocial behavior, and developmental trends of public secondary education. Polish titles are followed by English translations and document annotations. An index of authors and editors concludes the bibliography. (AV)

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Selected Bibliography of Polish Educational Materials

SP 009 943

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time from September to December 1974.

I. HISTORY OF EDUCATION

318. MAUERSBERG, STANISŁAW: **Reforma szkolnictwa w Polsce w latach 1944–1948.** (The Reform of Education and Schooling in Poland in the Years 1944–1948). Zakład Naukowy im. Ossolińskich, Warszawa 1974, 263 pp.

The presentation is given of the general trends and stages of the development of Polish education and schooling in the years 1944–1948 as well as the description of war casualties among children, youth and educational staff together with the damages in respect of the economic basis of education and schooling. Another problem deals with the beginning of the organization of education and schooling in the Polish People's Republic during the war in the Regained Territories based upon democratic principles (general and free education). The author also discusses the formation of the new school system, new trends in contents and programs of education, changes in the system of educating teachers as well as the conception of school reform. The work has a chronological-problem arrangement.

319. MROZOWSKA, KAMILLA: **Z dziejów odbudowy szkolnictwa podstawowego w Polsce Ludowej 1945–1950.** (From the History of the Reconstruction of Elementary Education and Schooling in the Polish People's Republic, 1945–1950). *Przegląd Historyczno-Oświatowy* 1974, No. 4, pp. 474–497.

The article discusses three Master's theses written by students under the supervision of the author. These are: Krystyna Skupień — "The Reconstruction of Elementary Education in Bielsko in the Years 1945–1950," Maria Kulig — "The Reconstruction of Elementary Education in Malbork District in the Years 1945–1950," Stanisław Orlikowski — "The Reconstruction of Elementary Education in Kielce School District, Taking into Special Consideration Kielce District (1945–1950)." The theses were written on the basis of archives and interviews with the workers of education carried out during the period discussed. On

account of geographical situation, these localities have suffered from the war in different circumstances (Bielsko and Malbork were allotted to the Reich, whereas Kielce remained in German-occupied Poland). Education and schooling were organized in various political conditions, their aims were different as well, but everywhere the first step was to organize educational staff and school building. The authors present difficult material conditions as well as other difficulties concerning the preliminary stages of school education together with the engagement and achievements of the Polish teachers and educational workers with respect to the reconstruction and development of education and schooling.

320. RATUŚ, BRONISŁAW: **Licea Pedagogiczne w Polsce Ludowej 1944–1970.** (Pedagogical Secondary Schools in the Polish People's Republic in the Years 1944–1970). PWN, Warszawa 1974, 214 pp. bibl. tab.

Pedagogical secondary schools in Poland were until 1957 the only general vocational schools educating teachers from elementary schools. In 1966 the process was begun of the liquidation of these schools whose activity came to an end in 1970–1971. The publication is a monograph elaboration dealing with the didactic-educational activities of pedagogical secondary schools in the years 1944–1970. It consists of four chapters, final remarks, bibliography and annexes as well as contains numerous tables and statistical materials. Chapter I discusses the organization of education, origin as well as the internal reorganization of secondary schools and problems pertaining to pupils and pedagogical staff of these schools. Chapter II deals with the ideal of the teacher in pedeuthology, educational policy and ethics. Plans and pragram of education in pedagogical secondary schools are characterized in chapter III. The last chapter V analyzes the effectiveness of work of these schools.

321. ROZŁUSKI, JÓZEF: **Rozwój oświaty na wsi w latach 1945–1973. Studium o inicjatywie społecznej.** (The Development of Education in the Country in the Years 1945–1973. Research on the Social Initiative). PWRiL, Warszawa 1974, 148 pp. il. tab. bibl.

The work, being of a historical character, presents the participation of the country population in the social initiative attempting to accelerate the reconstruction and development of education and schooling as well as of cultural-educational institutions after the destruction during World War II. The author discusses different forms of social activity: The Silesian-Dąbrowski Fund of Rebuilding Schools, The Social Fund of Building Schools and Boarding Schools, the social cultural-educational activity (struggle with illiteracy, country clubs and coffee-clubs, universities, various amateur groups). The presentation follows of the activity of social organizations in the field of culture and education, e.g.: The Country Youth Association, Agricultural Circles, Circles of Country Women, the Voluntary Fire-Brigade. The subject of the writer's considerations is also the activity of the Parents' Committees as a form of cooperation between school and home as well as an institutional care over schools. In the annex, sources are given as well as materials and social activity of the population from some voivodships.

322. SOSNOWSKI, TEOFIL: **Kursy zawodowe w Polsce Ludowej.** (Vocational Courses in the Polish People's Republic). Instytut Wydawniczy Centralnej Rady Związków Zawodowych, Warszawa 1974, 268 pp. tab. bibl.

In the introduction, the author discusses the conception and the function of permanent education as well as the legal basis of course activity as one of the elementary forms of permanent education. Next, the course is presented as an organizational form of education, i.e., types of vocational courses, their participants and teachers. In the second part, the activity is discussed of various institutions as well as of organizations concerned with raising professional qualifications of the staff of different specialities, e.g., managerial, technical, economic, social, legal, etc. Part III is devoted to selected problems pertaining to the didactics of vocational courses. Much attention is given to the basic forms of education employed during vocational courses as well as to methods, forms and didactic means, control, evaluation and analysis of educational attainment.

323. WALCZAK, MARIAN: **Nauczyciele Wielkopolscy w latach wojny i okupacji 1939–1945.** (Teachers of theGreat Poland in the Period of War and Occupation, 1939–1945). Instytut Zachodni, Poznań 1974, 204 pp.

The education of Polish children and the situation of teachers in the Great Poland are presented by the author against the background of the policy of extermination by Nazi occupants toward the Polish population during the war 1939–1945. The Great Poland was annexed to the German Reich at that time. Until March 1940, there had existed Polish general schools, but since then, there were only German general schools for Polish children and their parents were forced to send them there. The author is concerned mainly with the lot and activities of teachers in the Great Poland, describes their work in conspiracy, clandestine education, underground cultural-educational activity as well as political and military conspiracy. The picture is given of teachers' martyrdom and extermination. Camps for prisoners of war, dispossession and dislodgement, forced labor, prisons and concentration camps, executions and other forms of persecution of the Polish teachers are proved by the documents and testimonies of witnesses. Casualty lists of the Great Poland teachers are given from the years 1939–1945.

See also: 436.

II. LAWS AND LEGISLATION

324. BUCZKOWSKI, JAN: **Karta Praw i Obowiązków Nauczyciela. Przepisy prawne i komentarze.** (The Charter of Teacher's Rights and Duties. Rules and Commentary). Książka i Wiedza, Warszawa 1974, 780 pp.

The publication consists of an introduction and three parts. The introduction deals with the conditions accompanying the work upon the formation of norms regulating the teacher's social-legal status, the basic motivation for regulating separate staff problems of education and schooling as well as aims of these decisions. Part I contains rules

regulating the teacher's legal status included in the Act from April 27, 1972 "The Character of Teacher's Rights and Duties," some executive rules from this Act as well as rules of trade unions and commentaries. Part II describes rules regulating the system of payment for teachers and academical educators — The Ordinance of the Council of Ministers from April 21, 1972 as well as executive and union rules together with commentaries to separate resolutions of the Ordinance. Part III is devoted to executive rules to the Act — The Charter of Teacher's Rights and Duties and to the Ordinance as well as to union rules and commentaries. In the annex, the text is presented of the Ordinance of the Council of Ministers from August 24, 1973 concerning the payment of economic and administrative workers, school service as well as the text of the Ordinance of the Ministry of Education and Schooling from September 20, 1973 being an executive act to the Ordinance of the Council of Ministers mentioned above.

See also: 332, 423.

III. GENERAL INFORMATION ON EDUCATION

325. JAWORSKI, ZYGMUNT: **Z dyskusji nad nowym modelem szkolnictwa.** (Discussion about the New Model of Education and Schooling). *Nowa Szkoła* 1974, No. 12, pp. 9–12. tab.

The project is presented of the assumptions of the program of propaedeutic of health and physical culture as a new subject of learning in 10-year general secondary school which is to replace the hitherto existing physical training. The new subject is supposed to embrace such disciplines as: physical training, health education, general and personal hygiene, hygiene of nourishment, work and rest as well as recreation, sport and tourism. Two ranges of contents of obligatory occupations are differentiated in the structure of the program. One part of this program constitutes the contents determined centrally for all schools and uniform in the whole country for particular levels of education. The second part of the program of

occupations constitutes the contents optional for teachers, pupils and families, approved by school managers and adjusted to the local possibilities of schools.

326. **Kształcenie ogólne na poziomie średnim i kierunki jego rozwoju w PRL.** (The General Secondary Education and Its Developmental Trends in Poland). *Przegląd Pedagogiczny* 1974, No 3, pp. 72–81. Rez. Sum.

In the first part of the article the author alleges reasons for making the secondary education universal in Poland. The second part of the article is a description of the suggestions of the Experts Committee called together to elaborate a report on the state of education in Poland in January 1971. They are as follows: Variant IA: to universalize the secondary education within the existing framework. The improvement of education will be accomplished by means of the development of content, methods and conditions of instruction, its links with parallel development of the vocational guidance system. Variant IB suggests a modification of the present education by means of a universal secondary 12-year school. Variant IIA: universal secondary 10-year school. Variant IIB: 11-year general secondary school. The final part of the article is concerned with the transformation of the content of instruction and education in secondary school. The main problems discussed are: the functions, tasks, features of the future secondary schools and the personality of their graduates.

327. KUBERSKI, JERZY: **Podstawowe problemy i zadania związane z przygotowaniem reformy systemu edukacji narodowej.** (Basic Problems and Tasks Connected with the Preparation of the Reform of the National Education). *Nowa Szkoła* 1974, No. 7/8, pp. 4–7.

The article discusses the problems concerning the preparation of the reform of education and schooling in Poland. A characteristics follows of the separate stages of work upon the preparation and initiation of the reform. The results are presented of the previous activities in this field as well as organizational proposals for introducing a

10-year general secondary school, i.e., introduction in the school year 1978/1979 of the program of a 10-year secondary school in grades I and VI, in the school year 1979/1980 — in grades II and VII, etc.; setting up, starting from September 1, 1983, of 2-year special schools preparing for high schools as well as for some professions and vocational schools with the period of education from 6 months till 2.5 years, on the basis of the program of a 10-year secondary school.

328. KUBERSKI, JERZY: **Problemy reformy systemu edukacji narodowej.** (Problems of the Reform of the National Education System). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 3–16.

The author discusses the current situation in the Polish school system and in particular: 1) results of the reconstruction of rural schools; 2) activities referring to the reform of the school system in the Polish People's Republic; 3) training and retraining of teaching manpower. The author analyzes at length working conditions and the degree of teacher's qualifications, the selection of school management, the prospects of development of the 10-year school, changes planned in the distribution of secondary and professional schools, adult education and trends in school system transformations. A lot of attention has been devoted to discussing goals of the educational boards which are to be set up to coordinate the work on the reform of the school system in Poland.

329. KUPISIEWICZ, CZESŁAW: **Osiągnięcia oświatowe i kierunki doskonalenia szkolnictwa w świetle prac Komitetu Ekspertów.** (Educational Achievements and Trends in Perfecting School Systems in the Light of Works of the Committee of Experts). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 39–47.

The author describes educational achievements and trends in perfecting school system against the background of evaluation of the educational system and prognostics of the development of the system as shown in "The Report on the State of Education in the Polish People's Republic." Taking as a starting point general assumptions of the

development of education, and the evaluation of the existing system of school education, the author discusses main trends of the programed reform of education in Poland and points to the possibilities of practical solutions and the character of the foreseen changes.

330. MIĄSO, JÓZEF: **Szkoła polska w okresie 30-lecia. Przemiany i osiągnięcia.** (The Polish School during the 30 Years of the Polish People's Republic. Changes and Achievements). *Przegląd Historyczno-Oświatowy* 1974, No. 4, pp. 461–473. Rez. Sum.

The entry of Poland, reborn in 1944, on the road of socialist development has begun a new chapter in the history of her schools. As early as in the first days of independence the reconstruction began of the educational system destroyed as a result of the war and of the Nazi authorities extermination policies. The work on the reconstruction of education started with the elementary school, which was made uniform and fully universal. Secondary schools were also reconstructed and their élite character abolished. A vast network of vocational schools and schools for working students has been built. The quick pace of school reconstruction was due to the enormous zeal of teachers and to the wide cooperation of the society. In 1961, the elementary school was extended to 8 years, while the content and teaching methods were modernized in all schools. The growth of the schools' material base, the development of other educational establishments and the better education of teachers have all resulted in a better quality of instruction. As a consequence of the dynamic development of schools, the socio-occupational structure of the population has changed appreciably and the national economy has been supplied with a large number of skilled workers. Between 1946 and 1971, eighteen million persons graduated from all types of schools. Recently, work has started on the preparation for the reform of schools. The reform will result in a new basic unit of the educational system: a ten-year universal secondary school. The teaching content will undergo the modernization; a consistent system of ongoing education will also be developed.

331. OKOŃ, WINCENTY: **Nauki pedagogiczne w okresie XXX-lecia i zadania w rozwoju systemu edukacji narodowej.** (Pedagogical Sciences during the 30 Years of the Polish People's Republic. Tasks in the Development of the System of National Education). *Nauczyciel i Wychowanie* 1974, No. 6, pp. 3–14.

The author reviews the achievements and shortcomings in pedagogical sciences in Poland during the last 30 years. Much attention is given to works on general education and vocational training. These are research works discussing didactic values of different teaching methods as well as investigations of various school achievements and the analysis of causes of failures. The educational system of socialist school has been elaborated as well as new pedagogical disciplines have been developed, i.e.: high school didactics, didactics of vocational training, military didactics, etc. The characteristics follows of problems concerning the generalization of these disciplines' achievements, the activity of so-called guide-schools as well as of the development of scientific-research centers of the educational department. The last part of the article characterizes the present scientific investigations in pedagogy and research plans up to 1978.

332. PĘCHERSKI, MIECZYSŁAW: **Funkcja szkoły 10-letniej w systemie oświaty w PRL.** (The Function of Ten-Year School in the Polish Educational System). *Przegląd Pedagogiczny* 1974, No. 4, pp. 7–22. Rez. Sum.

In the first part of the article the reader will find the methodological assumptions being the basis for the analysis of the function of ten-year school in the educational system. The school is considered to be a social system whose function is determined by the educational policy. The main assumptions of the Polish educational system were defined by the Diet Bill passed on October 13, 1973. In this system four subsystems can be distinguished: 1) the nursery and preschool education, 2) the school system, 3) the extraschool education (parallel one); 4) the extraschool education (permanent one). In the second part of the article the tasks of the Polish educational system are presented according to the Resolution of the Sixth

Party Congress and the Polish Diet Bill from 1973. The third part of the article is concerned with the analysis of the ten-year school function as well as with the comparative study of Russian and Polish secondary school. As for the latter, its main educational function is to provide all the citizens in the Polish People's Republic with the general secondary education. Another integrated educational task is to engraft the socialist ideology in young citizens. Other functions of the ten-year school such as: diagnostic, tutelary, cultural, integrative and selective ones are also mentioned.

333. PODOSKI, KAZIMIERZ: **Aktualne tendencje kosztów kształcenia.** (The Present Trends in the Costs of Education). *Nauczyciel i Wychowanie* 1974, No. 5, pp. 9–20. tab.

The article discusses the main trends in the costs of education in Poland in the years 1970–1973. During that period, there was a raise in teachers' salaries as well as fundamental changes took place in the network of schools in the country, many so-called district schools were set up. In the years 1970–1973, high schools were under the influence of demographic explosion and the realization of extramural education for teachers during studies for a B.A. degree. However, in elementary schools the number of pupils decreased considerably. The analysis follows of the problems: 1) present expenses of the state on education according to types of school as well as expenses on materials, services and scholarships; 2) expenses on vocational education according to its types; 3) expenses on high education; 4) average salaries of people employed in education; 5) average annual expenses on education of pupils in general and according to voivodships; 7) current expenses of local budgets on general and vocational education per one inhabitant; 8) classrooms in elementary and secondary schools according to voivodships. The analysis of the causes of increase in certain expenses as well as the defining of trends of their formation are of great significance for works connected with the reform of education.

334. PODOSKI, KAZIMIERZ: **Metody prognozowania i planowania oświaty.** (Methods of Prediction and Planning in Education). *Przegląd Pedagogiczny* 1974, No. 3, pp. 9–29. Rez. Sum.

In the article, the problem of conditioning of educational planning is discussed with special respect to the demographic situation, the level of education attained by the society as well as to developmental trends in the world education. The relationship of prediction and planning in education with the whole of planning activity in Poland is pointed out as well as the importance of planning the demand for quallfied staff and the dependence of planning tasks on financial means, due to the considerable increase of the costs of educating pupils and students in the future. The range of planning in education is discussed as well. The author considers carrying out a precise diagnosis of the existing state together with developmental tendencies. Next, the prediction, planning methods and their different types of classification are described with the emphasis laid on the model methods and the simulation one in particular. The MOS model with its submodels is presented. The experiences pertaining to the usage of the simulation model by the Philosophy and Sociology Institute of the Polish Academy of Sciences are mentioned and the method of Stone's demographic calculation is described. Finally, the problem of research to be undertaken in order to improve the prediction and planning methods is raised, some of the methods are exemplified. Prediction and planning in the field of education are very complicated due to many conditionings that must be taken into consideration.

335. POLNY, ROMAN: **Wprowadzenie do teorii polityki oświatowej.** (The Introduction to Educational Policy). Uniwersytet Śląski, Katowice 1974, 117 pp. tab. bibl.

The publication contains the analysis of the following problems: 1) the subject and function of the theory of educational policy as well as its place in the system of pedagogical sciences; 2) the rules of organizing the system of pedagogical and social institutions, important in the fulfilment of educational tasks; 3) the attempt at defining

the function of general secondary education as well as the structure of general secondary school and the educational process; 4) differences in education — general assumptions are presented of solutions of this problem in certain countries; 5) the polytechnical education in the light of the theory of educational policy; 6) fundamental problems concerned with the educational policy of the Polish People's Republic.

336. ŚWIĄTEK, MACIEJ: **Sprawy oświatowe w Polsce w roku 1973.** (Educational Problems in Poland in 1973). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 321–355.

The article deals with the set of problems connected with the system of national education and schooling in Poland. The postulates are presented of the Committee of Experts included in the Report on the State of Education in Poland against the background of the great political changes, social structure, international cooperation, development of network of settlements, changes in culture as well as prospects in demographic, economic, technical and scientific development, etc. The committee proposed four variants of general secondary school, the modification of high education, the idea of permanent education, the model of education and training subordinated to three main functions of school: didactic, educational and tutelar. The problem is also considered of out-of-school institutions cooperating with the school system. The Resolutions of the Diet of the Polish People's Republic from April 12 and October 13, 1973 are also discussed concerning the program of gradual generalizing of secondary education and the reform of the system of national education. The Resolution is also presented of the IInd Congress of the Polish Science in which 17 sections debated. Pedagogical sciences were incorporated in the Section XV of Political and Social Sciences whose program of the development of sciences anticipates the concentration and integration of investigations upon the problems concerning the culture, its history and social perception, the formation of personality, the structure and organization of the economy and the society as well as the theory of an international integration of the economy. Point 11 of the research plan referred

to the investigations upon the educational system in a highly developed socialist society. The report is also included in the article upon the activity of scientific institutes of the department of education and schooling, setting up of the Institute of Scientific Policy and High Schooling is mentioned as well as changes in the youth movement consisting in its consolidation and formation of several youth organizations — The Federations of the Socialist Unions of Polish Youth.

337. ŚWIECKI, ANDRZEJ: **The Education in Poland.** 2nd ed. rev. Trans. by Bogusław Jankowski. Książka i Wiedza, Warszawa 1974, 188 pp. tab. il. maps.

The publication contains general information about Poland of today as well as historical information. The development of education is also described during the last thirty years with special regard to the reform of education and the present educational system. The Party decisions concerning education and schooling are presented as well. The system of education in Poland is characterized in the following way: elementary schools, secondary schools, vocational education, high schools as well as different forms of education for adults. The separate chapter is devoted to teachers, organization and activities of the Polish Teachers' Association as well as to training and raising professional qualifications of teachers. The last problem discussed in the publication is care for children and adolescents and its different forms, i.e.: medical care, kindergartens and others.

338. WILOCH, TADEUSZ, J.: **Prognozowanie rozwoju oświaty w PRL.** (Prognostication of the Development of Education in the Polish People's Republic). *Przegląd Pedagogiczny* 1974, No. 3, pp. 42–57.

The article presents the genesis of prognosticating the development of education in Poland against the background of socio-economic and cultural situation of the country in two important periods: 1) the formation of the system of people's democracy and 2) new socialist changes. The author draws particular attention to works on

prognostications started immediately after the war in 1945 as well as defines their character and significance. In the following years, a certain retrogression may be observed in this field. The years 1970–1973 constitute the period of unusually great development of researches upon the prognostication of education. The problem is raised by experts' commissions. As a result of these works, the Report on the State of Education in Poland was elaborated which was the basis for the Resolution adopted by the Diet of the Polish People's Republic on October 13, 1973 in favor of the system of the national education. The main theses of this resolution are also analyzed defining the tasks in the field of prognosticating the development of education in the years 1978–1985.

See also: 406.

IV. SOCIAL AND EDUCATIONAL SCIENCES

339. GROCHULSKA-STEC, JOANNA: **Próba reedukacji dzieci agresywnych (wrogich).** (The Attempt to Reeducate Aggressive (Hostile) Children). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 85–94.

The attempt is presented to reeducate aggressive children on the basis of the elaboration of the program of educational-therapeutic occupations as well as of experimental verification of its effectiveness in relation to children aged 9–11. The subject of the investigations was this kind of aggressive behavior which is produced by the blockage of satisfying the need of emotional contacts with other pupils of the same age. Reeducational occupations were conducted in the form of psychodrama in the group of 30 boys. The subject of reeducational occupations were 11 types of situations possible to be presented in many analogous versions with the following elements: telling tales, refusal of lending something, suspicion of theft, suspicion of deceit, ignoring in the play, abuse or mockery, disturbing in work and play, spoiling objects, borrowing without asking and cheating. In the behavior of children during

the experiment 12,608 units were observed of fictitious behaviors (enacted) and 1003 units of real behaviors (not enacted). Every physical behavior and every utterance of the same emotional tinge which lasted uninterruptedly for a longer or shorter time was called a unit of behavior. The list is given of these behaviors corresponding to 13 categories of behavior during the first and last 5 days of the experiment.

340. JANOWSKI, ANDRZEJ: **Działanie rozpoznawcze w pracy wychowawczej.** (Diagnosis in Educational Work). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 111–123.

The aim of the article is to show how the teacher should act to receive a steady supply of information in the course of educational process. The information needed deals mostly with mental characteristics, social and emotional development of the pupil, his crews, opinions, hobbies, activities: team or environmental. The teacher requires some information dealing with the results of his own actions and with situations which can be exploited educationally. The obtained information helps in the diagnosis of some educationally alarming phenomena, in getting acquainted with conditions of planned educational actions or in assessing matters which should undergo a change. Obtaining information is indispensable for educational actions, however, by itself it is not an educational action. Three methods are usually applied: observation, questionnaire and projecting techniques that take advantage of hidden thoughts of a pupil that manifest themselves in a definite behavior. The author shows some ways of exploiting information in the educational process.

341. JANOWSKI, ANDRZEJ: **Postawy i aspiracje uczniów jako przedmiot zainteresowań nauczyciela.** (Attitudes and Aspirations of Pupils as the Subject of Teacher's Interests). *Nauczyciel i Wychowanie* 1974, No. 5, pp. 54–67.

Some techniques and scientific means are presented in the article which may enable teachers to gain knowledge about pupils' attitudes and aspirations. The material relates to three groups and characterizes various research

techniques being employed in the investigation of many problems, i.e.: attitudes and opinions of youth about questions essential for the educational process — 1) the attitude toward other people, toward groups of people (e.g., pupils at school, adults, members of the nation), nature, ideas and values (e.g., work, humanism, the mother country), people's achievements, attitude toward oneself (e.g., character); 2) opinions and attitude toward school and learning — teacher's behavior, general attitude toward school and subject of learning — its place among other subjects; 3) the attitude toward one's own future, i.e., aspirations — values and achievements, professional preferences as well as the attitude toward future work. The means presented are: questionnaires and inquiries, observations of events important for defining the given attitude, the analysis of work of children and youth, interviews, etc.

342. KĄKOL, MARIA: **Z badań nad poziomem samowiedzy dzieci wiejskich w wieku 6–7 lat.** (Research upon the Level of Self-Knowledge of Country Children Aged 6–7). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 175–188.

Some of the results of investigations are presented upon the level of self-knowledge of country children aged 5.8–7.3. They constituted a fragment of researches on the school maturity of country children which embraced a sample of 340 children from three types of rural environments differing in the extent of influences of the second cultural structure (i.e., with such institutions as: schools, community centers, libraries, clubs, cinemas, etc.). The material was gathered through the method of a structuralized talk and analyzed in three categories, i.e.: 1) the consciousness of desires concerning individual's "ego"; 2) the consciousness of individual's experiences — pleasant and unpleasant; 3) the evaluation od individual's "ego."

343. KAWULA STANISŁAW: **Społeczne uwarunkowania świadomości wychowawczej rodziców.** (Social Conditioning of Parents' Educational Consciousness). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 251–269.

The article is devoted to the analysis of one of the factors characterizing the family as an environment, i.e., to the

level and quality of parents' educational consciousness (the consciousness of their own educational role, the sense of responsibility for the child's lot and its normal development, the models and educational patterns recognized by parents, knowledge of properties of the psychical and physical development of children, parents' opinions about the character of educational relations in the family, their views of the use of educational means, parents' attitude toward children's school education as well as toward their further education). On the basis of the investigations carried out in 1972 on a sample of 633 parents from Toruń city, the author discusses the problem of educational patterns recognized by parents as well as their opinions about the employment of educational means toward children. Attention is given to the dependences between the level of parents' educational consciousness and some components of the family environment, children's progress in education as well as aspirations concerned with the children's future social-professional situation.

344. KOBLEWSKA, JANINA: **Modele edukacji filmowej.** (Models of Film Education). *Kwartalnik Pedagogiczny* 1974, No. 3, pp. 35–43.

The author characterizes the main aims of film education of pupils at school. On the basis of aesthetical assumptions, four main models of film education accepted by different countries are distinguished and analyzed. These are: 1) film as one of the elements of teaching literature; 2) film as an element of teaching various subjects; 3) film as an autonomous subject of teaching; 4) film as an element of science about mass media. The description follows in conclusion of the problem of film education as a form of struggle with the negative influence of inappropriate contents.

345. KOMOROWSKA, HANNA: **Metody audiowizualne i kognitywne w dydaktyce języków obcych.** (Audiolingual and Cognitive Methods in Foreign Language Teaching). *Przegląd Pedagogiczny* 1974, No. 4, pp. 47–60. Rez. Sum.

The article is a discussion of two competitory didactic strategies applied in foreign language teaching: the

audiolingual and cognitive ones. In the first part of the article both approaches are described in detail according to the classification of the types of teaching elaborated by Bosco and di Pietro. The second part gives a review of empirical researches on a didactic value of the two strategies performed both in Poland and abroad. Finally, the utility of both strategies is analyzed with regard to configurations of factors influencing the process of foreign language acquisition as well as to the possibilities of working out a mixed strategy by means of integrating elements of the cognitive strategy in the audiolingual scheme.

346. KONOPNICKI, JAN: **Stan badań nad niedostosowaniem społecznym w krakowskim zespole badawczym i perspektywy na przyszłość.** (Research upon the Social Nonadaptation in Cracow Research Group; Prospects). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 69–83.

The article is an introduction to the debates of the symposium which took place in Cracow in March 1974 and was devoted to the problem of the social nonadaptation. The author concentrates upon the methodology of the researches, the construction of instruments and means employed in order to: a) define the diagnosis of the degree and kind of nonadaptation and b) define the causes of social nonadaptation. The problem is discussed of three-degree diagnosis of social nonadaptation which must contain the answers to three questions: who, how and why is nonadapted. "The Diagnostic Article" was constructed for the needs of Polish investigations based to a certain degree upon the original by D. H. Scott. A complete "novum" in this type of investigations was that in each of three stages other research means were employed (i.e., groups of segments of "The Diagnostic Article") and that each time they were employed by a different man.

347. KUPISIEWICZ, CZESŁAW: **Metody programowania dydaktycznego.** (Methods of Programed Instruction). PWN, Warszawa 1974, 175 pp.

The article presents an analysis of the best known methods of instructive programing and their application in

practice. Characteristic features of various methods of instructive programing have been discussed by the author, both classical methods and less known ones, e.g., methods of imitative information. Consideration is also given to the general characteristics of programed instruction; rules and methods of programing, linear programing; branching programing; mixed programing; criteria and means of evaluating programs.

348. LEPALCZYK, IRENA: **Reedukacja i zapobieganie przestępczości dzieci i młodzieży. (Na przykładzie badań w Małym Mieście).** (Reeducation and Prevention of Juvenile Delinquency. On the Basis of Research in Małe Miasto). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 191–203.

The author discusses the problem of juvenile delinquency, attempts to define whether and how the local environment may prevent the delinquency and reeducate juveniles. The considerations are based on the investigations carried out in the years 1963–1969 in two small towns in Łódź Voivodship having similar demographical and professional structures as well as similar educational, cultural and social centers. The description of juvenile offences follows together with the attempt to find their causes and motives. The family environment of young recidivists is characterized as well as educational means employed by all the organizations and institutions set up in order to prevent juvenile delinquency.

349. LEWIN, ALEKSANDER: **U podstaw twórczej pracy nad systemem wychowania.** (The Principles of Creative Work on the Educational System). *Przegląd Pedagogiczny* 1974, No. 1, pp. 26–41.

The article contains a theoretical aspect of problems connected with the building of the educational system. The author distinguishes a macrosystem, i.e., a national educational system comprising all kinds of educational institutions, and a microsystem, i.e., a local educational system in particular, schools, educational institutions, etc. A detailed characteristics follows of a peculiarity of a microsystem as well as of problems concerned with the

building of it, e.g., defining functions of the educational system, adjusting structure to function, the development of the system or the dynamic. The author formulates several praxeological directions which should be considered in the process of building the educational system, e.g.: 1) the selection of the main praxeological problem being the basis of work upon the system; 2) the accumulation of problems which should be included in the system; 3) the integration or mutual connection of all the elements of the system; 4) the modification and supplementing of the elements or the elasticity.

350. MATERNE, JERZY: **Środowiskowe uwarunkowania systemowości oddziaływań wychowawczych szkoły.** (The Environmental Conditioning of Educational Influences of School). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 221–230.

The article is devoted to the conditioning of educational activity of school (internal educational system) by the factors of its environment. The investigations of the educational functioning of schools in different environments carried out in the years 1971–1972 constitute the basis of these considerations. They embraced a sample of elementary schools which may be described as typical on account of the social environment of school (suburban village, workers' housing estates in the city, housing estates for intelligentsia in the city). The analysis of educational influence of school takes into consideration aims, content and means of this influence. The article also contains a short characteristics of the conditions of schools under investigation.

351. MOLAK, ADOLF: **Socjometryczne techniki badawcze. Wprowadzenie do badań nad klasami szkolnymi i zespołami sportowymi.** (Sociometric Research Techniques. The Introduction to the Research on School Grades and Sports Groups). Akademia Wychowania Fizycznego, Warszawa 1974, 95 pp. il. tab. bibl.

The book consists of two parts. In the first part the author discusses the conception and subject of sociometric as well as its cognitive-scientific function and its significance for educational practice and sports. Chapter II is devoted to

sociometric research techniques and problems connected with them. These are: the gathering of material, the number of persons selected, the motivation of choices, the elaboration of sociometric results, the indices, the consideration of social status. In the conclusion, the analysis is given as well as the interpretation of the results of sociometric researches and bibliography connected with the problems discussed.

352. MUSZYŃSKI, HELIODOR: **Nowoczesna koncepcja procesu nauczania i jej niektóre konsekwencje praktyczne.** (Modern Conception of the Process of Education and Some of Its Practical Consequences). *Życie Szkoły* 1974, No. 6, pp. 1–5.

The author sets the modern conception of education against the traditional didactics. The traditional didactics is based upon the method of catechetic education. In the modern didactics the process of education consists in controlling by the teacher of the whole intellectual development of the pupil. The teacher inspires the pupil to the cognitive activity and directing it. Together with the development of technique and mass media, the school ceased to be the only source of knowledge about the world for the pupil. The following problems arose: redundancy of information not adapted to the perceptive possibilities of the child causes the disturbance in the development of its personality; the main current of pupils' cognitive activity can be found outside the school which causes the lack of engagement in schoolworks. Pupils' cognitive activity undergoes; so to say, a division. The modern aspect of the educational process consists in connecting in one continuous process the pupil's cognitive activity inspired during the lesson with the activity which releases itself spontaneously. The main assumption of modern didactics is the necessity of individual treatment of the pupil whereas the teacher's task is to find the subjects which would correspond with interests and individual possibilities of separate pupils.

353. NOWACKI, TADEUSZ: **Rola i zadania systemu oświatowego w przygotowaniu do uczestnictwa w społecznym procesie pracy.** (The Role and Tasks of the Educational System in the Prepa-

ration for Participation in the Social Process of Work). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 49–74.

The main problems discussed in the article are the role and tasks of the educational system in the preparation for participation in the social process of work. The author analyzes the functions of the 10-year secondary school in the system of education as well as discusses the basic assumptions of polytechnical education. The author presents his views on free of charge works of social utilization underlining the value of such works in preparing children and adolescents for the participation in social life.

354. NOWACZYK, CZESŁAW: **Pozycja społeczna w klasie uczniów niedostosowanych.** (The Social Position in Class of Nonadapted Pupils). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 107–114.

The problem of position is discussed occupied by an individual in a social group which is a school class from the viewpoint of its dependence on different forms of behavior. The analysis follows of the position occupied, in the opinion of their friends, by pupils considered nonadapted as well as of the agreement between the evaluations of teachers who stated nonadaptation and the evaluation of pupils who defined a social position in class. The investigations embraced a sample of 264 grade V pupils from an elementary school. They were carried out in order to select nonadapted pupils employing a school version of "The Diagnostic Article" by D. H. Scott, whereas in order to define a social position of all the pupils under investigation a sociometric test was employed in accordance to three previously adopted criteria: common learning, common work and common play.

355. PIETRASIŃSKI, ZBIGNIEW: **Przyczynek do teorii innowacji pedagogicznych.** (A Contribution to the Theory of Educational Innovations). *Przegląd Pedagogiczny* 1974, No. 4, pp. 23–29. Rez. Sum.

The author discusses the problem of the increase of school receptivity to innovations in order to accelerate the educational progress. According to the author, up to the pres-

ent the great educational innovations in Poland have been most frequently carried out in the macroorganizational sphere and have been concerned with either the school curricula or the school system. Innovations should be introduced on lower levels as well. The author proposes a strategy to accelerate this process: first of all, catalytic innovations should be selected and utilized. Catalytic innovations are described by the author as those promoting the introduction of other innovations.

356. PIOTROWICZ, HENRYKA: **Niektóre aspekty poziomu umysłowego i wyniki w nauce dzieci niedostosowanych społecznie w normalnym środowisku szkolnym.** (Some Aspects of the Mental Level and the Results in Teaching Socially Nonadapted Children in Normal School Environment). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 153–162.

The author presents the investigations upon social nonadaptation of children and youth in the aspect of the mental level and vocabulary, being an indirect evidence of the pupil's level of school knowledge. They embraced a sample of 439 grade V–VIII pupils. Eighty-eight socially nonadapted children were selected from the group in which a full version of "The Diagnostic Article" by D. H. Scott was employed. A quantitative and qualitative analysis of social nonadaptation was made as well. Three groups were distinguished among socially nonadapted children: hostile, asocial and inhibited individuals. In order to study the mental level of the whole group of pupils (489), two kinds of tests were employed: a perceptive test General Ability, Test 14+ as well as linguistic tests elaborated for separate classes by J. Konopnicki and M. Ziemba. The statistical analysis is presented of the materials by means of which it was stated that the results obtained in both tests by socially nonadapted children are worse from those of the other children; moreover, in linguistic tests this difference is better seen to the disadvantage of nonadapted children. However, the differentiation of mental level depending on the kind of nonadaptation is not essential with regard to

hostile and inhibited children, whereas the level of asocial children is a much more serious problem.

357. RADWIŁOWICZ, RYSZARD (ed.): **Treści nauczania a rozwijanie samodzielności.** (Teaching Contents and the Development of Self-Dependence). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, pp. 262.

The publication contains an analysis of mutual dependence between the structuralization of teaching and the development of pupils' self-dependence. The authors present theoretical considerations as well as descriptions of definite solutions of lessons on the example of laboratory occupations in an electrical workshop (Ryszard Siwiński), lesson of technical drawing (Czesław Kosiński, Witold Michalski) and economic subjects such as bookkeeping (Tadeusz Ziobrowski), the organization and management (Jerzy Bobula), economics and the organization of institutions (Emilian Struk). Ryszard Radwiłowicz discusses the main assumptions and problems of didactic solutions proposed in the book as well as analyzes the content of such notions as: arrangement, system, structure, activity and self-dependence.

358. RODZIEWICZ, EWA: **Nierówny start młodzieży i próby jego wyrównywania (na przykładzie województwa gdańskiego).** (Unequal Professional Start of Youth and Attempts to Equalize It. On the Example of Gdańsk Voivodship). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 177–190.

The author deals with the problem of nonlearning and nonworking youth aged 14–18. The diagnosis is presented of the conditions of differences in the professional start of this category of youth as well as the characterization is given of the attempts at social intervention in their lot. The analysis of M. A. theses written in the Chair of Pedagogy of the High Pedagogical School in Gdańsk in the years 1962–1966 concerned with the lot of youngsters completing their school studies as well as the investigations carried out by the author in 1971 in Gdańsk Voivodship constitute the basis of the considerations. E. Rodziewicz concentrates on the difficulties in the functioning of

school system in the environment creating the problem of nonlearning and nonworking youth. The analysis follows of both out-of-school difficulties, i.e.: the situation of the population (demographic explosion — a rise in population, the economic situation of the environment, possibilities of employment, the lack of synchronization in education and schooling administration, planning of education as well as of in-school difficulties, i.e.: the lack of school statistics, difficulties in disposing of pupils in postelementary schools, the imperfect network of schools, shortcomings of the local base of schools and boarding schools as well as an insufficiently worked up organization of professional preorientation.

359. RODZIEWICZ, JULIAN: **Decyzje wychowawcze.** (Educational Decisions). *Przegląd Pedagogiczny* 1974, No. 1, pp. 42–56.

The author defines the notion of educational decision as a choice of a certain activity from among a number of activities possible and analyzes five types of decisions distinguished by Anshemen: agenda decisions, search decisions, allocation decisions, implementation decisions and evaluation decisions. A characteristics is given of the following problems: 1) predecision and postdecision processes illustrated in the enclosed diagram; 2) educational decisions made in conditions of risk and uncertainty; 3) the increasing effectiveness of evaluation of educational decisions; 4) decisions and the educational system-methodological conclusions.

360. RÓŻAŃSKA, ELŻBIETA: **Próba naświetlenia przyczyny aspołeczności.** (The Attempt to Explain the Causes of Asocial Behavior). *Rocznik Pedagogiczny*, Vol. 3, 1975 (1975), pp. 95–105.

The aim of the article is to present a fragment of the investigations upon one of the kinds of nonadaptation, namely, asocial behavior and its causes. The investigations based on an observation scheme of the environment, "The Diagnostic Article" by D. H. Scott, a categorized interview with mother. They embraced a sample of 44 children selected from the group of 113 nonadapted ones and concentrated on two types of children environments: a) child's

environment before its birth, and b) home environment. The results of the investigations are presented concerning the foetal life of the child and the moment of parturition itself. Injuries during the foetal life are categorized around such factors as: mother's illness during which she was treated pharmacologically, mother's unpleasant psychical experiences, her physical injuries, her age. Cerebral injuries in childhood are analyzed as well as diseases suffered from as causes of asocial behavior of the children under investigation.

361. ŚNIEŻYŃSKI, MARIAN: **Środowiskowe aspekty niedostosowania społecznego młodzieży.** (Environmental Aspects of the Social Nonadaptation of Youth). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 127–141.

The author attempts to answer the question how a quick process of industrialization together with a migration of a great number of population, mainly of the country origin, influences an increase of a number of socially nonadapted youth. The investigations which were carried out in the years 1970–1973 embraced a sample of all grade VII pupils from three classes in the city which was subject to the process of guide industrialization; 798 pupils and 760 parents were under investigation. The following working methods were employed: a) approximate descriptions of cultural-living conditions, social links, home atmosphere and educational methods; b) "The Diagnostic Article" by D. H. Scott; c) a series of interviews with mothers of inhibited and socially nonadapted children; d) environmental interviews with teachers and Civic Militia representatives; e) the silent reading test UNESCO; f) statistical methods. A detailed analysis was made of the local environment with three different housing estates from the viewpoint of: 1) conditions and equipment of housing estates; 2) social links of the inhabitants in separate housing estates; 3) cultural-living conditions — taking into consideration home environment as well as educational methods employed by parents in separate housing estates. The proportions of social nonadaptation are compared and a conclusion is drawn that the highest percentage of socially nonadapted youth can be found in a housing estate with

the greatest migration of the population from country to town.

362. STOBIŃSKI, JERZY: **Kółko chemiczne w szkole podstawowej.** (A Chemical Circle in Elementary School). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 128 pp. il. tab.

The tasks are discussed of a chemical circle, its organizational forms, rules, regulations and the program of occupations as well as working methods. A detailed analysis follows of such forms of occupations as: experiments under the direction of a teacher and those made independently by pupils, circle of photography, chemical games, chemical literature, quizes, chemistry through play as well as other occupations of a chemical circle.

363. SZYMAŃSKI, MIROSŁAW: **Środowiskowe uwarunkowania losów szkolnych młodzieży wiejskiej.** (The Environmental Conditioning of School Lot of Youth in the Country). *Nauczyciel i Wychowanie* 1974, No. 6, pp. 53–60.

On the basis of the analysis of statistical data and the results of numerous scientific researches carried out in Poland, the author characterizes the problem of different conditions and chances of education of youth depending on the place of residence. The main factors conditioning the school lot of youth are: 1) the diffrentiation of conditions of functioning of schools in particular environments; 2) various educational aspirations of parents; 3) the level of education and cultural interests of population in a given environment; economic barrier connected with an insufficient development of infrastructure of educational institutions (the network of kindergartens, schools, boarding schools, etc.) as well as with large peasant families and functioning of some individual farms with low profits. The author indicates the main trends of works on compensation for the shortcomings in this field.

364. TOMASZEWSKI, TADEUSZ: **Podstawowy schemat funkcjonowania wiadomości.** (The Basic Scheme of the Functioning of Knowledge). *Przegląd Pedagogiczny* 1974, No. 1, pp. 7–25. il.

Two basic functions are discussed in the process of acquiring knowledge, i.e., directive and educational functions. We learn in order to act in the most favorable way and to form certain definite features. The modern science has not yet elaborated a general theory of the functioning of knowledge, especially of the humanistic knowledge. Much attention is devoted to the basic mechanisms on which this functioning depends as well as to a very complicated system of interdependences in this field. Three main levels are distinguished of the functioning of knowledge determining man's behavior and influencing his internal organization. The first level, sensory-motor, corresponds to man's neurophysiological organization and his susceptibility to definite kinds of stimuli. This is the sensory-motor level. The orientation-programing level is equal to the intentional behavior. The knowledge about the objective organization of the environment fulfils the directive function. The socio-communication level is concerned with the social organization of the environment as well as with connections and the process of communication among people. Finally, the author puts forward postulates of research upon the problem discussed.

365. TYSZKOWA MARIA: **Wychowawcze oddziaływanie literatury pięknej w okresie dzieciństwa i młodości.** (The Educational Influence of Literary Books in Childhood and Youth). *Kwartalnik Pedagogiczny* 1974, No. 3, pp. 24–34.

The attempt is analyzed at psychological interpretation of the reception of literary books in childhood and youth. The following problems are considered: 1) artistic experience as the main element of the reception of a literary work; 2) man's psychical needs satisfied by art as well as psychological conditions of the reception of literature in childhood and youth; 3) psychological mechanisms of the educational influence of literary books upon a child and an adolescent.

366. WINIARSKI, MIKOŁAJ: **Problemy wychowania w osiedlu mieszkaniowym. Studium z pedagogiki społecznej.** (The Education in Housing Estate. Study of Social Pedagogy). PWN, Warszawa 1974, 252 pp. il. tab. diag. bibl.

The author presents the state of research on the environmental education in Poland and some other countries. He also discusses his own research aiming to discover factors promoting and delaying the tutelar-educational activities in housing estates as well as to find organizational and methodical solutions. The investigations embraced a sample of three housing estates in great cities carrying out successfully the tutelar-educational out-of-school activity for at least five years. They were carried out in two stages: a) two-year preparatory period devoted to the acquaintance with literature concerning the subject as well as to the elaboration of a detailed conception of research; b) research itself. The following research techniques were employed: 1) the environmental interview. Interviews were carried out in elementary schools, places of out-of-kindergarten education, regional social organizations as well as in the administration of housing estates; 2) the research in the form of questionnaires and inquires was carried out on the family situation of grade IV–VIII children and the problem of physical recreation of children and adolescents in a housing estate; 3) the structure of social relations in school grades was investigated by means of modified sociometric technique by J. M. Moreno; 4) the analysis of school records which was employed additionally in research on the influence of institutions of out-of-school education on the effectiveness of didactic-educational schoolwork. On the basis of the results of investigations the author suggests the organization of tutelar-educational work in a housing estate.

367. WINIARSKI, MIKOŁAJ: **Szkoła środowiskowa w perspektywie rozwoju.** (Prospects of the Development of Environmental School). *Nauczyciel i Wychowanie* 1974, No. 5, pp. 38–54.

The article contains an outline of theoretical problems of environmental school as well as possibilities of connecting school with the environment at the present stage of the development of education in Poland. Theoretical considerations are based on the report from the first stage of empiric investigations carried out by the Group of Researches upon the Environmental School of the Warsaw University. The environmental school is an organizer of

tutelar-educational activities satisfying various recreational needs of children, youth and adults in the place of residence. Main conditions are presented of developing and universalizing the environmental schools as well as researches are discussed upon projects connected with it. These researches contitute the basis to formulate general assumptions of the conception of modern school in town environments and many variants of schoolwork depending on the needs and possibilities of other environments. The first stage of investigations embraced a sample of 337 elementary schools from Warsaw and Łódź. Such methods were employed as: diagnostic soundings, monograph of institutions as well as pedagogical experiment. Materials were obtained on the basis of diagnostic investigations upon the tutelar-educational activity and many hypotheses were formulated requiring the confirmation in two further stages of investigations. The first part of the article discusses characteristic features, functions, principles and forms of activities as well as organizational and program structure of environmental school.

368. WINIARSKI, MIKOŁAJ: **Zajęcia pozalekcyjne w szkole środowiskowej.** (Occupations Outside Lessons in Environmental Schools). *Nowa Szkoła* 1974, No. 12, pp. 14–17.

The author gives consideration to a set of problems connected with the transformation of traditional schools organizing close educational environment into open schools, so-called environmental. The conception of these schools is based on the assumptions concerning the development of out-of-school educational activity in the local environment of school. The tasks are described of environmental schools as well as forms of outside lesson work with children, youth and adults. On the basis of the investigations carried out in 129 elementary schools in Łódź and 208 in Warsaw by the Research Group of Environmental School of the Institute of Pedagogics of the Warsaw University, the author attempts to answer the following questions: 1) if and to which degree there exist in schools possibilities of fulfilling educational tasks defined in the conception of environmental school; 2) which factors determine the activity of groups of equals in schools; 3) wheth-

er the activity of these groups goes beyond school. Finally, suggestions are presented of solutions of the problems discussed.

369. WROCZYŃSKI, RYSZARD: **Edukacja permanentna, jej źródła i konsekwencje.** (Lifelong Education, Its Sources and Consequences). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 27–37.

The subject of the article is the lifelong education. The author discusses the sources of lifelong education, shows its connections with scientific and technological changes of the modern world, emphasizes the role of school and out-of-school systems. He stresses the fact that together with the development of lifelong education, teaching and learning will undergo profound changes. In the final part of the article the author describes the prospects and the basic trends in the development of lifelong education.

370. WSZEBOROWSKA, URSZULA: **Praca zawodowa usamodzielnionych wychowanków domu dziecka.** (The Professional Work of Self-Dependent Wards from Orphanges). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 253–263.

The main problem of the work was to study the preparation of wards from orphanges for professional work on the basis of the analysis of 110 wards who remained for 7–10 years under the influence of an orphange. The results presented take into consideration the following problems: 1) professional qualifications, among others such elements as the education, actual professions of wards, professions learned but not practiced, training for work, pupils' opinion about the preparation for work by an orphange; 2) the satisfaction with work; 3) institutions' appraisal of pupils' abilities.

371. ŻELAZKIEWICZ, MAREK: **Zajęcia pozalekcyjne i opiekuńcza działalność szkoły.** (Outside Lesson Occupations and Tutelar Activities of School). PWN, Warszawa 1974, 117 pp.

The publication contains a theoretical conception as a suggestion of practical solutions of school educational activity of outside lesson occupations. The author characterizes the significance, functions and tasks of outside lesson occu-

pations as well as of tutelar activity of school. In the next chapters the following problems are presented: 1) the organization of outside lesson and tutelar activity of school — categories of pupils embraced by outside lesson occupations, types of outside lesson activity of school, pupils' main activities in their spare time, principles of conducting outside lesson work, preparation of building and school territory for outside lesson activities; 2) the standard activity of school in respect of outside lesson occupation work of club rooms, outside lesson didactic care (help for some pupils in education), functioning of youth clubs, libraries and reading rooms as well as spontaneous sports and entertainment activities; 3) the outside lesson activity of school concerning the organization of pupils' specialized activities — centers and circles of interests, courses; 4) the mass activity of school in respect of pupils' spare time; 5) the role and tasks of an instructor-educator conducting outside lesson activities.

372. ZYCH, BOŻENA and ZYCH, ADAM: **Z badań nad postawami wartościującymi młodzieży i rodziców.** (The Research upon Evaluative Attitudes of Youth and Parents). *Przegląd Pedagogiczny* 1974, No. 1, pp. 101–111. diag. tab.

The article discusses one part of the researches upon the evaluative attitudes in relation to the system of values of the youth of today. The researches which embraced a sample of grade II and III pupils from the general secondary school as well as 100 parents had two objectives: 1) the diagnostic and research purpose was to gather comprehensive information about evaluative attitudes of youth and parents; 2) theoretical purpose was to define statistical dependences and casualties between the attitudes of youth and the attitudes of their parents. The following questionnaires were employed in the investigations: "Ways to Live" by Charles Morris as well as "Study of Values" by G. W. Allport, P. E. Vernon and G. Zindrey. In the statistical elaboration of the results of investigations were employed: 1) the multiple-correlation factor in accordance with the product

moment; 2) multiple-correlation factor with three variables; 3) the essence of partial- and multiple-correlation factors; 4) arithmetical mean. The investigations took into consideration 19 evaluative attitudes defined according to the criteria by H. Morris, E. Spranger, S. W. Allport and other psychologists. On the basis of the investigations conclusions were drawn concerning: 1) the influence of parents' attitudes upon the formation of definite evaluative attitudes of youth; 2) the degree of similarity between the attitudes of parents; 3) the connection between the values favored by parents and those dominating in the life of youth.

373. ZYGNER, HENRYK: **Struktura programu urządzeń funkcjonalnych szkoły środowiskowej.** (Program of the Environmental School Equipment). *Nauczyciel i Wychowanie* 1974, No. 6, pp. 43–53.

The suggested conception of the program of environmental school equipment bases on three assumptions: 1) school is supposed to form and satisfy cultural-educational needs of the environment; 2) school as a place of many-sided activities of pupils; 3) conception of the environmental school is an attempt to solve the needs of education and culture in a given environment (town, country, etc.). Both the outline and basic elements of the structure of environmental school equipment are conditioned by three functions of the environmental school, i.e: educational, tutelar and instructive. The model of this structure presented by the author contains six sections: didactic; section of physical training and sports; social; section of out-of-school and club activities; administrative-economic; local-environmental.

V. THE TEACHER'S PROFESSION

374. BANASIAK, JAN: **Praktyki śródroczne w zakładach kształcenia nauczycieli w ocenie studentów.** (Practices in Institutions for Educating Teachers Organized in the Course of the Academic Year). *Kwartalnik Pedagogiczny* 1974, No. 3, pp. 125–143.

The article contains a report on the investigations carried out on a sample of 690 students from high pedagogical schools and pedagogical departments of the universities taking part in pedagogical practices in schools. These practices constitute an integral part of the educational process in pedagogical schools. The aim of the investigations was to analyze students' practices in the opinion of trainees. The investigations were carried out by means of on-the-spot questionnaire containing 35 questions. The subjects answered open and close questions. Among close questions there were: a) with a typical choice of answer; b) scale — permitting to define a total evaluation of practices by trainees with a numerical indicator; c) table — concerning the contact with a scientific worker from the university taking care of trainees. The conclusions drawn from the investigations are concerned mainly with the organizational problems of pedagogical practices.

375. JEZIORSKI, STANISŁAW and WRZESZCZ, ZDZISŁAW: **30 lat działalności Związku Nauczycielstwa Polskiego w okręgu warszawskim 1944–1974.** (Thirty Years of the Activity of the Polish Teachers' Union in Warsaw District, 1944–1975). Nasza Księgarnia, Warszawa 1974, pp. 128. il. portr. bibl.

The authors base on the archives as well as on the consultations held with persons actively engaged in the life of the district in the years 1944–1973. A presentation follows in a chronological aspect of the Union's many-sided activity: 1) teachers' ideological-political training as well as raising their professional qualifications; 2) the contribution of the Polish Teachers' Union to the improvement of the system of educating teachers; 3) the raise of living standard (sanatoria), building residential quarters for teachers, a housing fund for loans free of interest for the members of the Union, summer holidays with a medical treatment of a certain type provided for the participants; and 4) the development of tourism in Poland and abroad. The publication discusses the activity of the chairmen of the Administration of the Warsaw District of the Polish Teachers' Union during the period of 30 years; footnotes, bibliography, sources and the chairmen's photographs are included as well.

376. KALINA, WITOLD: **Psychologiczne i psychometryczne zagadnienia doboru do zawodu nauczyciela.** (Psychological and Psychometrical Problems of the Recruitment for Teacher's Profession). *Nauczyciel i Wychowanie* 1974, No. 5, pp. 68–81. bibl.

The discussion is presented about the influence of teacher's personality on the fulfilment of his professional tasks as well as on the level of his work. Some methods are described of studying the structure of personality of candidates for teachers together with foreseeing of their professional successes. These are psychometrical methods permitting to measure exactly the factors of personality. Much attention is devoted to the factors having a value of indices in foreseeing the professional behavior of teachers, especially to achievement tests, tests of information as well as to mental tests. Another group of factors under the analysis comprises nonachievement tests measured by means of "Classic Personal Questionnaires" and "Temperament Survey" by Guilford-Zimmerman. The third group of factors embraces biographical ones, e.g., the structure of candidate's family, diseases, interests, etc. Factors and methods are analyzed of evaluating vocational fitness for work of the teacher being on probation as well as the most favorable strategy of research useful for the recruitment of candidates for teachers.

377. KRAWCEWICZ, STANISŁAW: **Instytut Kształcenia Nauczycieli. Funkcje i perspektywy.** (The Institute of Teachers' Education. Its Functions and Prospects). *Nauczyciel i Wychowanie* 1974, No. 6, pp. 60–73.

The author defines the basic functions of the Institute of Teachers' Education — a scientific-research institution, which was set up in 1972 being subordinate to the Ministry of Education and Schooling as well as an organizational structure of the Institute and its local sections, so-called the Institutes of Teachers' Education and Educational Researches. Local institutes perform didactic-scientific and research functions. The discussion follows of the hitherto activities of the Institute as well as of its tasks for the future concerned with educating teachers at a high school

level. Much attention is devoted to the permanent education of educational staff and to the scientific-research, editorial and informative activities.

378. LEGOWICZ, JAN: **Nauczyciel akademicki — etos zawodowy i wzór wychowawczy.** (The Academical Teacher — Professional Character and Educational Pattern). *Dydaktyka Szkoły Wyższej* 1974, No. 4, pp. 33–44.

The problems are discussed of the reform of higher education with reference to pedagogical, didactic and educational changes in the model of academic teacher. The modern reform, according to the author, is carried out through the formation of common university consciousness resulting in a dialogue of the academical teacher with the student, the quality of this dialogue depending to a high degree on the teacher. The author proposes that the academical teacher should perform the function of joint of the university, should participate in its organization and management. The professional character of the teacher and the model of his personality are connected with the character of students, the structure of their personalities as well as with the university community created by them. The notion of professional character of the teacher is presented whose meaning lies in a didactic participation in the process of education with the student; the measure of professional character of the teacher is his individuality and personality.

379. MALINOWSKI, TADEUSZ: **Kształcenie nauczycieli.** (The Education of Teachers). *Nowa Szkoła* 1974, No. 7/8, pp. 26–28.

The article deals with the historical aspect of the problem of educating teachers in the postwar period in Poland. Discussing the successive changes and reforms of education and schooling as well as the pedagogical staff of secondary and elementary schools, the author presents fundamental conceptions of educating teachers. Tasks and structure are also considered of separate types of institutions educating teachers, i.e.: The High School of Pedagogy, pedagogical secondary schools, the High Teachers' Schools and the Teachers' Training Colleges which are presented in the order of their origin.

380. POPLUCZ, JAN: **Organizacja zespołów nauczycielskich w szkołach. Wpływ integracji zespołów na postawy nauczycieli wobec pracy pedagogicznej.** (The Organization of Teachers' Groups in Schools. The Influence of Groups' Integration upon Teachers' Attitude Toward the Pedagogical Work). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1975, 315 pp.

On the basis of the results of the investigations the author discusses successively the following problems: 1) the structure of the social system of teachers' groups as well as the elements influencing their integration; 2) types of groups in respect of the degree of their integration; 3) teachers' attitudes dependent on the type of group's integration; and 4) the effectiveness of schoolwork in appropriately integrated groups. Two scales of measurement were adopted as a method of the investigations: a) concerning the structure of group's social relations — demographic, friendly, cultural, official, authority and qualifications; b) the scale of the structure of teachers' attitudes toward pedagogical work — the attitude toward youth, the attitude toward professional duties, the style of organizing lessons, factors connected with teachers' subjective wishes. The test was also employed of the self-evaluation of the position occupied by the teacher in separate kinds of attitudes. In order to know the state of organizational factors a problem guide was employed, whereas the level of educational attainment was investigated by means of school tests. The material gathered was elaborated statistically and in a graphic form. The investigations were carried out in the years 1970–1972 embracing a sample of 75 educational boards (2365 persons). Conclusions are drawn in the last part of the book as well as postulates are presented concerning the improvement of the social system of teachers' groups.

381. RADWIŁOWICZOWA, MARIA: **O nowy model kształcenia pedagogów wczesnoszkolnych.** (A New Model of Educating Early-School Teachers). *Nowa Szkoła* 1974, No. 10, pp. 21–23.

On the basis of the Report of Experts' Committee, materials from discussions organized by the Ministry of Education and Schooling as well as results of the investigations carried out by means of inquiries and questionnaires

among teachers of grades I–IV, employees of High Schools for Teachers and High Pedagogical Schools — the author presents the conception of educating teachers, specialists in respect of elementary education. The suggested model of education should be realized during special studies called "early-school pedagogy." The author characterizes the peculiarity of teacher's work in grades I–IV as well as psychical features and knowledge demanded from the teacher. The presentation follows of suggestions and plans concerned with teaching as well as of different forms of raising the qualifications of graduates from these studies.

382. TROJANOWSKA, BARBARA: **Studia wychowania przedszkolnego rozpoczynają drugi rok pracy.** (Studies of the Kindergarten Education Begin the Second Year of Work). *Wychowanie w Przedszkolu*, No. 11, pp. 561–566.

The article reports on the changes in the system of educating teachers in kindergartens as a result of the reform of education and schooling. In the years 1973–1974 secondary pedagogical schools for kindergarten teachers were transformed into studies of the kindergarten education. Changes in programs are expressed in the tendency toward basing the professional preparation upon a stronger foundation of general education as well as toward the preparation within the scope of social-philosophical sciences. In the new educational programs much attention is devoted to biological knowledge and problems connected with the child's health. The studies of kindergarten education set up recently prepare the new staff in the form of 6-year studies on the basis of elementary school or 2-year studies for graduates of general secondary schools. The author characterizes program and organizational assumptions as well as daily studies of candidates for teacher's profession in kindergartens and professionally active teachers complementing their qualifications during evening and extramural studies.

383. WIECZOREK, TADEUSZ: **Kształcenie nauczycieli szkół rolniczych w Polsce w latach 1918–1939.** (The Education of Teachers for Agricultural Schools in Poland in the Years 1918–1939).

Zeszyty Naukowe Akademii Rolniczej w Warszawie, Seria Historyczna, Vol. 11, 1974, pp. 27–50.

The subject of the investigations is the evaluation of forms of educating teachers in Poland in the years 1918–1939 with regard to the tasks and needs of agricultural schooling. The rich research material was subject to a thorough criticism. Empirical data were gathered by means of historical-comparative methods. The investigations comprise such questions as: the state of agricultural schooling in the interwar period, difficulties with staff in agricultural schooling, demands for teachers to raise their professional qualifications as well as forms, methods and content of educating pedagogical staff including the differences in particular schools of educating teachers. The investigations proved that the low level of professional and pedagogical qualifications of teachers for agricultural schools in the years 1918–1939 was the result of difficult material conditions of their work as well as of the lack of an efficient system of educating and raising professional qualifications of pedagogical staff for agricultural schools. The organization of an efficient system of educating teachers was rendered difficult by the belonging of lower and middle agricultural schooling to two different departments. This difficulty was later increased by very bad financial conditions of agricultural schools brought about by the economic crisis. The problem of educating a sufficient number of highly qualified teachers for agricultural schools was not solved until 1939.

384. ZARZYCKI, JÓZEF: **Badania nad wpływem piśmiennictwa pedagogicznego na pracę zawodową nauczycieli.** (Research upon the Influence of Pedagogical Literature on Professional Work of Teachers). *Kwartalnik Pedagogiczny* 1974, No. 4, pp. 197–214.

Considerations are based upon the investigations carried out on a sample of 639 teachers from elementary schools in Białystok Voivodship. The research material was gathered by means of the analysis of documents, inquiries and interviews as well as the observations based on interviews. Two kinds of documents were analyzed. Documents reflecting the way of publication were statistical tables

and reports of the pedagogical library in the voivodship, establishments distributing publications as well as of the educational administration. Another kind of documents embraced those showing the employment of pedagogical literature in school practice, i.e.: programs of raising teachers' professional qualifications, documents of teachers' work, pedagogical lectures and articles sent to methodical journals. The questionnaire for research carried out through inquiries included questions concerning: 1) directions of professional work and sources of knowledge about the latest pedagogical achievements; 2) the extent of teachers' direct contact with publications; 3) the employment of contents of pedagogical publications in teacher's professional activity; 4) personal data about respondents. The conclusions drawn from the investigations were verified by means of interviews.

See also: 320, 324.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI.1. PRESCHOOL

385. ANTOS, DANUTA: **Badanie wymowy dzieci przedszkolnych.** (Investigations upon the Pronunciation of Children from Kindergartens). *Wychowanie w Przedszkolu* 1974, No. 9, pp. 479–483. tab.

The article is devoted to the necessity and importance of early detection of retardations in the development of pronunciation of the child entering the school. Possibilities are also indicated of checking this process. The contents of the article is the characteristics of research instruments employed to detect the state of pronunciation of individual sounds and words by 4–6-year-old children. The basic means of research suggested by the author is a picture questionnaire consisting of six tables in which pictures are selected in such a way that the child should recognize

objects placed there and so that only one answer should be suggested. Each speech sound corresponds to three pictures. Investigations should be carried out individually and twice. Conclusions are drawn pertaining to the reeducation of children with speech defects.

386. BIELICKA, MIROSŁAWA: **Psychologiczne warunki recepcji widowiska teatralnego przez dzieci przedszkolne.** (Psychological Conditions of the Reception of Theatrical Performances by Children from Kindergartens). *Wychowanie w Przedszkolu* 1974, No. 10, pp. 505–508.

The psychical possibilities are discussed of a child from kindergarten pertaining to the fundamental psychical processes as well as specific features are characterized of children's perceptions, emotions and way of thinking. On this basis, criteria are formulated of the selection of theatrical performances organized for children from kindergartens as well as of spectacles performed by children themselves. Practical-educational conclusions included in the article are based on empirical investigations carried out by the author together with Maria Tyszkowa in Poznań in 1968 during IIIrd Theatrical Confrontations.

387. BILIŃSKA, SZCZĘSNA: **Zadania wychowania przedszkolnego w świetle potrzeb społecznych i założeń systemu oświaty.** (Tasks of the Kindergarten Education in the Light of Social Needs and Assumptions of the Educational System). *Wychowanie w Przedszkolu* 1974, No. 7/8, pp. 369–375.

Current tasks are presented of the kindergarten education in Poland in the light of the Diet Resolution of the Polish People's Republic from October 13, 1973 concerning the System of the National Education. According to the assumptions of the Resolution, the kindergarten should prepare its pupils for the future systematical work at school as well as accelerate their social intellectual maturity. The reform of educational system provides that a great number of 6-year-old children shall be comprised by a general kindergarten education with special reference to children whose physical and psychical development is not satisfactory. Kindergarten centers are supposed to be

of great importance, especially in the country. The state of preparation is discussed for the realization of the Resolution as well as the staff situation, prospects of general kindergarten education for 6-year-olds, tasks in the field of cooperation between kindergarten and parents, problems of kindergartens for handicapped children, etc.

388. FRĄTCZAK, EMILIA: **Telewizja wśród wiejskich przedszkolaków.** (Television in Kindergartens in the Country). *Wychowanie w Przedszkolu* 1974, No. 11, pp. 588–593.

The author discusses the problem of the conscious choice of television broadcasts for children made by educators cooperating closely with parents. The material is analyzed based on the investigations which embraced a sample of 35 children aged 3–6 who watched collectively the television program assigned to them. The children's attitude toward the programs has been investigated as well as the degree of their understanding of them and the influence of these programs upon the child's activity. Much attention is also devoted to positive and negative sides of television broadcasts. On account of a great influence of television upon the process of forming the child's personality it is impossible to separate television from the whole of educational process. A need occurs to define precisely an educational program of broadcasts. The main method of the investigations was a direct observation of the reaction of children to television broadcasts as well as individual and group talks with children together with the analysis of children's drawings and games connected with the subject of broadcasts. The problem is discussed of the influence of television on: 1) the artistic expression of a child; 2) child's games; 3) child's contacts with the environment.

389. JĘDRZEJEWSKI, STANISŁAW: **Przedszkole jako system społeczny.** (Kindergarten as a Social System). *Wychowanie w Przedszkolu* 1974, No. 7/8, pp. 407–411.

The article attempts to define the kindergarten as an institution being a subsystem in the general system of education and schooling of the state. The aims of kindergarten

education as well as the methods and estimations of their realization constitute important elements of the system. Much stress is given to the social roles functioning within the system as well as to the most important roles of the teacher and child. Their mutual influence in the kindergarten is the means of the realization of educational program. The author analyzes the social role of teacher and child in the kindergarten as well as indicates the usefulness of such an analysis for pedagogical work.

390. SITOWSKA, KAZIMIERA: **O rozumieniu pojęć technicznych przez dzieci.** (Children's Understanding of Technical Notions) *Wychowanie w Przedszkolu* 1974, No. 5, pp. 270–276.

On the basis of the investigations which embraced a sample of children aged 5–6, the author attempts to define the influence of age, sex, the environment of a child and parents' education on the understanding of technical notions as well as the connection between the understanding of these notions and the direct contact with technical devices. In the investigations which embraced a sample of 60 persons the author employed the method of a questionnaire with illustrations, the analysis of child's personal documents as well as interviews with the children under investigation. The author draws several conclusions concerned with the program of children's occupations in kindergartens. Nowadays, the child has a greater possibility of everyday's contact with various devices. The possibility of direct contact with them makes it easier for the child to know these devices and to use them. The understanding of their work and construction is varied depending on child's age and sex as well as on parents' education. The formation of surrounding reality is the condition of child's success at school. In order to reach this aim such games and toys should be included in the programs of children's occupations in kindergartens which develop their technical knowledge. Children's direct contact with technical devices should be facilitated as well. The author employed the method of a questionnaire with illustrations, the analysis of child's personal documents as well as interviews with the children under investigation.

391. SŁYSZOWA, STEFANIA: **Poznawanie dzieci rozpoczynających naukę i kierowanie ich rozwojem.** (Children Entering Education and Control over Their Development). *Wydawnictwa Szkolne i Pedagogiczne*, Warszawa 1974, 293 pp.

The publication which is of a research-experimental character analyzes and characterizes general, and particularly mental and social level of the development of children entering school and those from the first grades as well as aims to find out dependences between the developmental phenomena in this field and the influence of educational environment, mainly school and family one. The scientific research and psychological-pedagogical experiment carried out in Elementary School No. 54 in Warsaw in the years 1964–1967 constituted the basis for the author's considerations. The experiment which was carried out in three stages embraced a sample of 493 children. The first stage was devoted to the acquaintance with children — their family situation, the state of health, level of psychical development as well as the dependence among them. The second stage embraced the group work of school workers on the leveling of retardations in the pupils' development. The main aim was to find effective methods of speeding up the psychical development of retarded children. Stage III is concerned with the planned organization of work with grade I and II pupils as well as with the influence of school on the way of life and methods of education of children in the family in order to create the best conditions of their general development. The most typical changes were discovered and described in the development of children under the influence of educational schoolwork, prognostications were tested of psychological investigations carried out during the recruitment of grade I children. The publication has also great methodological and theoretical values.

VI.2. PRIMARY

392. DADEJ, EWA and OPALA, DANUTA: **Stosowanie nauczania wielopoziomowego dla uczniów opóźnionych w nauce.** (Many-Leveled Education for Handicapped Children). *Nowa Szkoła* 1974, No. 11, pp. 36–37.

The article contains a short report on the experiment carrried out in grades V of elementary school which embraced a sample of 100 pupils and lasted 10 months, from September 1972 till June 1973. Its aim was to raise the effectiveness of education of handicapped pupils having much greater difficulties with learning. The method of many-leveled education was employed in the experiment, consisting in differentiation by teachers of the degree of difficulties of these problems as well as of various instructions and in their adjusting to the levels in the class of groups. The experiment was carried out in three stages. The first stage embraced the work uniform with the whole class; in stage II pupils were divided into two or three groups depending upon the progress in learning; stage III embraced the verification of work done by particular levels (groups). Experimental classes obtained good results.

393. FRANKIEWICZ, WANDA: **Aktywność myślowa uczniów podczas "zajęć swobodnych tekstów."** (The Mental Activity of Pupils during "Occupations of Free Texts"). *Rocznik Pedagogiczny*, Vol. 3, 1973 (1975), pp. 197–208.

The report on experimental researches is a fragment of the doctor's dissertation upon: "The Development of Creative Thinking of Pupils in the Process of Teaching Polish Language through the Employment of 'Technique of Free Texts by C. Freinet'." The researches embraced children aged 10–11 during 15 months. In the investigations upon pupils' mental activity during the lesson the method was employed which consisted in observations and then the analysis of verbal activity of groups of pupils and teachers influencing each other (interaction). This method classifies kinds of utterances of mutually acting groups according to the categories of thinking elaborated by J. P. Guilford, i.e.: a) cognition; b) memory; c) convergent production; d) divergent production; and e) evaluation. A nonthinking category called "discipline in class" was added to these five categories of mental operations according to which 15-second units of lesson time were classified. The investigations carried out have become the basis of: 1) defining the level of pupils' verbal activity

during the lesson; 2) defining pupils' mental activity during the lesson as well as discovering the trends of development of separate mental operations.

394. KONIECZNA, MAGDALENA: **Nauczanie chemii w klasie VII. Podręcznik dla nauczyciela.** (Teaching Chemistry in Grade VII. Manual for Teacher). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 320 pp. il. tab. bibl.

The book contains the basic information connected with the factual material as well as methodical remarks concerning the elaboration of the material and the list of the elements of knowledge which the pupil should acquire during the realization of the program. The author presents the annual syllabus as well as comments upon the employment of the given descriptions of lessons, exemplary subjects of written works and tests. Thorough descriptions are also given of experiments as well as the list of literature.

395. KONIUSZ, ZYGMUNT: **Przeciążenie uczniów nauką szkolną i pracą domową w klasach V–VIII).** (Overburdening of Pupils with Schoolwork and Homework in Grades V–VIII). *Nowa Szkoła* 1974, No. 10, pp. 24–25.

The author's conclusions contained in the article concerned with the causes of overburdening of pupils with schoolwork and homework are based on the materials gathered by means of questionnaires and interviews carried out on a sample of 15 teachers from the elementary school. The subjects' opinions are presented in the table illustrating an increase or decrease of overburdening in separate grades (grades V–VIII). The most frequent causes are: overburdened schedules, manuals not suited to mental abilities of pupils, the lack of teaching aids, shortcomings in the organization of work at school and at home, etc. The presentation follows of some consequences resulting from overburdening of pupils with school- and homework.

396. LIWSKI, CZESŁAW: **Programowanie rozbudowy infrastruktury zbiorczych i filialnych szkół gminnych.** (Programing of the Development of Infrastructure of District Collective Schools

and District School Extensions). *Nowa Szkoła* 1974, No. 12, pp. 24–25. tab.

The needs connected with housing problems of district collective schools in the whole country are presented as well as possibilities of satisfying these needs. The development of the network of these schools requires the building of new schools and the development of existing objects which generally have a nonsatisfactory number of workshops and rooms for nourishment and social-cultural activity as well as room for kindergartens. The author presents a list of new designs of typical schools made in so-called a segment-system. This system enables the elastic programing of the development of schools depending on the future needs. The table includes a list of projects of 18 segments of buildings out of which 9–15 rooms for district school extensions can be made up and 24–33 rooms for district collective schools. Much attention is devoted to the plan of the development of existing buildings by means of designed typical segments.

397. MUSZYŃSKA, ŁUCJA: **Więź uczuciowa uczniów z zespołem klasowym i szkołą.** (The Emotional Link of Pupils with Class Group and School). *Życie Szkoły* 1974, No. 9, pp. 31–39.

The investigations are presented upon the emotional link of grade I–IV pupils with the class group and school taking into consideration some characteristic features of this link as well as its changes accompanying the development of children. They embraced a sample of 280 children aged 8–11 from 16 grades of different schools. The methods were employed in the course of research: sociometric choices with five-grade scale as well as a directed talk. The results of the investigations which based on an experiment permitted to distinguish different categories of the emotional link. In the experimental classes many enterprises were carried on promoting the development of children's social feelings. On the basis of the results, the author was able to verify the effectiveness of the educational process in experimental and control classes (where the process of education was traditional). Many conclusions were formulated with respect to the function

of social feelings in the personality formation of pupils from lower school grades.

398. NIEDOŚPIAŁ, BARBARA: **Sposób czytania a wyniki pracy z podręcznikiem.** (The Way of Reading and the Results of Work with the Manual). *Przegląd Pedagogiczny* 1974, No. 3, pp. 82–87. tab.

The problem of the influence of the way of reading upon the acquiring of knowledge is discussed on the basis of empiric investigations carried out on a sample of 162 grade VII pupils. The aim of researches was, among other things, to define factors determining the degree of understanding of text read from a school manual. The results of work upon the text of manual depending on the way of reading were compared during the investigations. Directed reading was employed, i.e., reading whose aim is precisely defined and which is completely unconstrained. The investigations were carried out in two stages. In stage I, groups of pupils equal in respect of reading ability were selected by means of tests of silent reading with comprehension, UNESCO. In stage II two groups worked on the same text during the same time and solved analogous problems testing knowledge contained there. The only difference referred to the way of reading. Group A read in a directed way, whereas group B read the text in an unconstrained way. The results of the investigations are an evidence of the predominance of directed reading over unconstrained one. Many didactic conclusions are drawn concerning the employment of manuals in the process of education.

See also: 319, 361.

VI.3. SECONDARY

399. BANDURA, LUDWIK: **Wykorzystanie prasy w nauczaniu.** (Newspapers and Periodicals. Exploiting in Teaching). *Kwartalnik Pedagogiczny* 1974, No. 3, pp. 13–21.

The article contains the historical outline of the development of newspapers and periodicals of educational values

in Poland and abroad as well as the review of results of investigations upon the influence of these newspapers and periodicals on children and youth. The author analyzes in detail the problems of their employment in school education which has different functions, e.g.: for supplementing pupils' knowledge. Periodicals and newspapers are also employed by pupils in the preparation for a new lesson; they supply information about the utilization of knowledge in practice. The possibilities of different forms of employment of periodicals and newspapers in education as well as their didactic values are illustrated with the results of experimental researches carried out in grades VI–VIII of several schools in the country.

400. HOMA, EDWARD: **Znaczenie teatru w wychowaniu młodzieży szkół średnich. Z badań w województwie koszalińskim.** (The Role of the Theater in Educating Secondary School Pupils. Research in the Voivodship of Koszalin). Wyższa Szkoła Pedagogiczna in Słupsk, Koszalin 1974, 161 pp.

The publication contains a report on the research which was carried out in the school year 1969/1970. The research objective was to state the importance of theatrical education in the process of educating adolescents from secondary schools. Investigations embraced adolescents from secondary schools in Koszalin Voivodship. On the basis of empirical material the results of investigations are presented concerning contacts of these adolescents with the theatre as well as their influence on bringing the pupils closer to the theatrical art. Examples are discussed of the activity of school, theatrical groups, effects and forms of their work as well as their importance in expanding the theatrical education of adolescents. One of the chapters deals with the range of theatrical knowledge to be imparted to pupils in the process of learning Polish as well as with the means of the realization of theatrical education by the schools in Koszalin.

401. KIETLIŃSKI, RYSZARD: **Zastosowanie Ogólnego Testu Klasyfikacyjnego do różnicowania uczniów klas ósmych.** (The Employment of General Classification Test in the Differentiation of Grade VIII Pupils). *Psychologia Wychowawcza* 1974, No. 5, pp. 634–642.

The investigations are presented as well as the possibilities of employing the General Classification Test in the differentiation of grade VIII pupils facing the problem of a further level of education (general school or postgraduate course without indicating a professional course). The test is an authorized Polish adaptation of the Army General Classification Test. The method employed in order to study the possibilities of the selection of candidates departs from the standard investigation upon the relevancy of the test. The employment of this test is presented on the basis of researches which were carried out in grades I in postelementary schools in Łódź and embraced a sample of 6 grades I in general schools (171 pupils), 3 grades I in vocational schools and general secondary schools (195 pupils). This method helped to define the selective threshold for pupils. Those pupils who obtained 95 points and less on the basis of the results of the General Classification Test were directed to the general vocational school; above this threshold — to the engineering or general secondary school. On the basis of the correlation with the General School Evaluation (the selective procedure employed by school), it can be stated that the pupils obtaining better results chose the proper type of school. It was assumed that the results obtained were comparable with the results of pupils from grades VIII and that is why they can be the basis of giving professional counsels. Technical details concerning the employment of the method discussed above are presented in numerous tables and diagrams. The method demonstrated can also be used in other environments as well as in the discrimination of various populations and in the employment of other methods of measurement.

402. KULAS HENRYK: **Poziom umysłowy i wyniki w nauce a poziom aspiracji zawodowych uczniów klas ósmych.** (The Intellectual Level, Educational Attainments and the Level of Vocational Aspirations of Grade VIII Pupils). *Psychologia Wychowawcza* 1974, No. 5, pp. 643–651.

The aim of the article is to present the dependence among vocational aspirations, the choice of school and profession, the progress in education as well as the intellectual level

of grade VIII pupils. The investigations embraced youth from two different rural environments. The group of 17 pupils came from a little low urbanized village, whereas the groups of 30 pupils came from a highly urbanized one. Both the intellectual level and the progress in education were taken into cosideration in order to study the problem of choice of school and profession. In the research upon the level of intellectual competence the perceptive test "Progressive Matrices," by Raven called Matrix scale, was employed being adapted to the intellectual development of Polish youth. It was stated that the correlation between the intelligence measured by Raven test and the degree of urbanization of the country is not high. Boys showed a higher intellectual competence than girls. Educational attainments based upon the sheet of marks (grades VII and VIII) were compared with the results of investigations in Matrix scale. Summing up the researches it must be emphasized that: 1) the level of vocational aspirations of the youth under investigation has its justification in the educational attainments; 2) the intermediate level of aspirations dominates, i.e., the choice of general vocational schools; 3) a greater progress in school is accompanied with a higher level of aspirations, whereas a little progress in education is characterized by a respectively lower level of vocational aspirations. It may be observed that youth entering general vocational schools is selected on the basis of both the progress in education and the intellectual competence. The degree of urbanization of the country does not affect the intellectual level of youth.

VI.4. VOCATIONAL

403. GODLEWSKI, MICHAŁ: **Szkolnictwo zawodowe w trzydziestoleciu Polski Ludowej.** (Vocational Schooling during the 30 Years of the Polish People's Republic). *Szkoła Zawodowa* 1974, No. 7/8, pp. 5–9.

The introduction contains a report on the state of schooling in Poland during the prewar period. Various types of vocational schools are described which prepared workers

mainly for the private trade and craft. During the war, the activity of vocational schools was limited by the occupants. Immediately after the war the people's authorities started to rebuild and develop vocational schooling. Vocational training was based on a full elementary school, further studies were made possible after graduating from each type of school as well as an access to higher studies was enabled for graduates of secondary vocational schools. Fundamental changes took place in the education and training. In the years 1949–1956 the Central Office of Vocational Training was active which elaborated a new system of vocational schooling. It was brought into practice on the ordinance of a resolution of the Government Presidium from June 23, 1951. During the 30 years of the existence of the Polish People's Republic a network of vocational secondary schools has been expanded: daily and evening technical schools, extramural schools as well as vocational secondary schools. In the country, 2-year schools of agricultural training came into existence, schools attached to institutions for working adolescents as well as centers of professional self-improvement. The resolution of the Diet to establish an 8-year elementary school had a great significance for vocational schools because their graduates are much better trained, one year older, better developed both mentally and physically. The system of schooling in Poland will undergo many changes during the years to come. In October 1973 the Diet passed a resolution in favor of the future reform of the Polish system of education. Starting from 1978 various forms of vocational training will be organized on the basis of 10-year general secondary school.

404. GONDZIK, ERWIN: **Uczniowie uzdolnieni w opinii rodziców, nauczycieli i absolwentów szkół zawodowych.** (Able Pupils in the Opinion of Parents, Teachers and Graduates from Vocational Schools). *Przegląd Pedagogiczny* 1974, No. 3, pp. 88–96. tab.

The article discusses the fragments of results of investigations carried out in the years 1969–1972 on a sample of 961 pupils, 249 teachers and school managers from 44 schools as well as on 166 parents. The investigations con-

sisted in the stimulation of changes in the process of educating able pupils and in the diagnosis registering and describing facts and phenomena resulting from the natural course of school careers. They employed such research means as: interviews and individual talks based on attitudinal inventories and scales. Only these results of the investigations are presented which concern parents' opinion about able pupils as well as teachers' opinion and the opinion of graduates from vocational schools. These opinions relate to the characteristics of personal traits of able pupils.

405. KLIMCZYK, JÓZEF: **Kształcenie racjonalizatorów.** (The Education of Rationalizers). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 193 pp. tab. bibl.

The aim of the book is to make a qualitative analysis of inventive work, to define the mechanism of innovations, to distinguish typical phenomena in this field as well as to draw conclusions concerning the formation of inventive attitudes. One of the fundamental research means employed in the work is the analysis of presented rationalizing projects (the description of suggestions presented and the author's self-evaluation) as well as interviews with rationalizers carried out by means of a special questionnaire. A special set of problems given to rationalizers to be solved was employed as a supplementary research means. The investigations were carried out individually in order to trace the process of inventive thinking. While the problems were being solved, the subjects were being observed as well as verbal and mimic-motor reactions were being noted. The investigations were carried out in one of greater institutions and in two small cooperatives; 263 suggestions put forward by 157 rationalizers were analyzed in the institutions mentioned above. The author gives examples of a detailed analysis of particular projects as well as discusses methods of work of different rationalizers (analytic, synthetic, trial and error methods). Dealing with the problem of the education of rationalizers, the author gives a register of forms and methods possible to be employed both in institutions and vocational schools.

406. PRZYCHODZEŃ, ZYGMUNT: **Z dyskusji nad przyszłym modelem szkolnictwa. Oświata rolnicza.** (Discussion upon the Future Model of Education. Agricultural Education). *Nowa Szkoła* 1974, No. 11, pp. 5–6.

The article contains a list of problems connected with the model of agricultural education in Poland after 1978 when a general 10-year school is introduced. A characteristics follows of the present system consisting of two parts: the first part — the system of agricultural school education based on secondary and general agricultural schools; the second part — the system of out-of-school agricultural education based on the activity of groups of agricultural training as well as of courses of different types. This system is subordinate to the Department of Agriculture and the Department of Education and Schooling. In the discussion about the future model of the system, the need occurs to integrate school and out-of-school agricultural education. This idea was incorporated in the project presented by the author of the organizational structure of the District Center of Agricultural Education, a new educational institution realizing the aims of education and universalizing the agricultural progress.

407. ROGOWIEC, KRYSTYNA and WŁODARSKI, WŁODZIMIERZ: **Jakie są efekty kształcenia w szkołach przyzakładowych?** (The Effects of Education in Schools Attached to Institutions). *Nowa Szkoła* 1974, No. 11, pp. 18–20. il.

The subject of the analysis are the results of the investigations upon the effects of education carried out by means of inquiries on a sample of 917 graduates from 20 schools attached to industrial work of the heavy industry department. The effects of education are discussed taking into consideration the quality of knowledge acquired, the practical preparation of graduates for the profession, the degree of employing qualifications on definite posts, the level of general education, the professional culture as well as the level of aspirations and accepted values, etc. The motives of a choice of school by graduates were also investigated as a factor influencing the efficiency of education. On this basis, many postulates were formulated

concerning the modernization of education in schools attached to institutions.

408. STELMASZCZUK, HALINA and OPOLSKI, KRZYSZTOF: **Ile kosztuje kształcenie w zasadniczych szkołach przyzakładowych?** (The Cost of Education in Schools Attached to Institutions). *Nowa Szkoła* 1974, No. 11, pp. 16–18. il.

The financial aspect is presented of the professional education in schools attached to institutions on the basis of the analysis of outlays and costs of students' education as well as the education of graduates in school attached to an institution. The considerations are based on the results of the investigations carried out in 20 schools attached to industrial works of the heavy industry department. The following problems are analyzed: 1) sums and kinds of expenditures on the education in schools attached to institutions as well as sources of their financing; 2) individual costs of pupil's education (cost per one pupil); 3) factors influencing the high cost of education in this type of schools.

409. SWOBODA, TADEUSZ (ed.): **Zagadnienia metodyczne w nauczaniu podstaw elektrotechniki.** (Methodical Problems in Educating Fundamentals of Electrotechnics). Ed. 2. Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, pp. 278, il. tab. bibl.

Tadeusz Swoboda, the editor of the volume, is the author of the first three works. The first one — "Educational Aspects of Teaching Fundamentals of Electrotechnics," discusses the extremely important connections between teaching and forming various attitudes and motivations of pupils. In "The Formation of the Structure of Teaching Content" the author deals with a complicated problem of logical connections as well as attempts to define what really constitutes the structure of the content of electrotechnics. In the work entitled "Reasoning in Learning and Teaching Fundamentals of Electrotechnics" the author considers problem situations to be the result of a certain category of questions; the process of reasoning is analyzed as well. Ludwik Kołkowski in the work "The Influence of Educational Method upon the Cognitive Activity of Pu-

pils" presents, on the example of the lesson, three different means of running the lesson on the same subject: the verbal and visual method, the method of laboratory experiments as well as the problem method. In the work "The Introduction of Notions of Basic Values" Stanisław Porębski gives many practical instructions concerning the process of teaching electrotechnics at school. In another work entitled "Demonstrations and Exercises in Teaching Fundamentals of Electrotechnics" the author characterizes the problem of measurement calculus in electrotechnics. The other two works are written by Tadeusz Knotz. The first one — "Demonstrations and Exercises in Teaching Fundamentals in Electrotechnics," contains a broad list of subjects of demonstrations and exercises as well as of didactic aids needed for them. In the second work — "School Electrotechnical Laboratory," different means of equipping classrooms in which electrotechnics is taught are discussed. In the last chapter, T. Swoboda presents a list of tests.

410. WALKOWIAK, JAN: **Organizacja pracowni rysunku technicznego i zawodowego w technikum i zasadniczej szkole zawodowej.** (The Organization of the Workshop of Technical and Professional Drawing in Technical and General Vocational Schools). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 248 pp. 5 pl. il. tab. bibl.

The book consists of three parts. The first part is devoted to the equipment of the workshop of technical drawing. Teacher's and pupil's work is discussed and some furniture and equipment are characterized as well. Part II contains a set and characteristics of didactic means for teaching technical and professional drawing, i.e., graphic, magnetic and flannel tables, parts of machines and tools, sets of drawings, tables of numerical values, films and slides, projectors, library, exemplary tests for checking knowledge. Part III discusses organizational problems of the workshop: the plan of lessons, the list and storage of didactic aids, the planning of financial means. In the annex, addresses are given of shops selling furniture and equipment as well as a bibliography.

See also: 322, 353.

VI.5. HIGH

411. ANDRZEJAK, SABINA and SEKLUCKA, MARIA: **Absolwenci szkół wyższych w XXX-leciu Polski Ludowej.** (Graduates from High Schools during the Thirty Years of Polish People's Republic). Główny Urząd Statystyczny, Warszawa 1974, 92 pp.

The publication, based on the archives of the Main Statistical Office, contains the characteristics of the fulfilment of tasks by high schools in respect of the qualified staff education in the years 1945–1973. The analysis is given of the number of graduates in this period together with the division into types, forms and groups of studies. Basic statistical information about the number of graduates from high schools is given in tables. Data are presented concerning the employment of workers with high education as well as the social origin of graduates, data connected with graduates — foreigners and Polish — who completed their studies abroad.

412. DOBROWOLSKI, JAN (ed): **Materiały z konferencji pedagogicznej i technik nauczania.** (Materials from the Conference of Pedagogy and Educational Techniques). Wydawnictwo Uczelniane Akademii Rolniczej, Szczecin 1973, pp. 112, il. tab. bibl.

Part I of the book contains eight reports delivered at the pedagogical Seminar in February 1973 devoted to the principles of control and evaluation of students' knowledge. L. Kleszczycka disusses the methods of examination and evaluation in the high school, J. Kuczewski deals with the control of the knowledge in the manual programed on the example of the mechanization of the agriculture. The subject of the report by S. Stachak was the function of the exams. L. Duda presents the analysis of the effects of teaching about "Agricultural Drainage," and M. Piech — the organization of the system of control and evaluation of the educational attainment of students in "Agricultural Experiments and Electronic Computational Technique." G. Siemińska analyzes the system of control and evaluation of knowledge in the opinion of elder students, E. Krzywy — the coordination of credits, tests and exams during the semester. In part II, six reports

are presented, delivered in June 1973 at the all-Polish conference of prorectors from the Academies of Agriculture, heads of the Workshops of Educational Aids and the Intercollegiate Methodical Center. The conference was devoted to the modernization of didactic rooms as well as to the employment of audiovisual means of education. Three reports were delivered by J. Sożyński on the subject of the visual projection in didactic, projecting modern didactic rooms as well as remarks about the employment of the machine-examiner Delta-3 in the control of students' knowledge. The report by J. Orzechowski contains technical aspects of the modernization of education, whereas the report by Z. Kornacki concentrates upon the possibilities of using television in educating clinical subjects. K. Ptasznik considers the projects of modernization of the auditoria in the Academy of Agriculture in Szczecin; R. Węgrzynowicz's report pertains to the employment of the film in educating physiology.

413. HAJDUK, JAN: **Postulowane i akceptowane wzory odpowiedzialności studentów za rówieśników** (Stipulated and Accepted Patterns of Student's Responsibility for His Equals). *Kwartalnik Pedagogiczny* 1974, No. 3, pp. 105–123.

On the basis of sociological investigations the author considers the problem of man's moral responsibility for others. The investigations embraced a sample of 186 students — candidates for the profession of the teacher. A list of problems was made and patterns stipulated and accepted of moral responsibility of students for equals functioning in the population were identified as well. Students were subject to investigations twice. For the first time — in the second month of the student's career, then — one month before completing their studies. The investigations were carried out by means of a questionnaire including open questions. The following questions were analyzed: a) the list of kinds of behavior being an evidence of responsibility for others in the opinion of students; b) patterns of student's moral responsibility for others as a component of ideology and an indication of student's attitudes; c) the correlation of patterns with such elements of personality as: intellectual ability, school

marks, motivation of learning, index of neurosis; d) external-sociological correlations of determining accepted patterns.

414. JABŁOŃSKI, LEON (ed.): **Dzieje Akademii Medycznej w Lublinie 1944–1974.** (History of the Medical Academy in Lublin, 1944–1974). Lublin 1974, 363 pp.

The publication is of a monographical character. The discussion is contained about the beginnings of the activities of the Medical Academy, the changes in its structure, the methodology of teaching as well as the scientific activity in the period considered. Apart from the historical part, the abundant material is gathered concerning the present structure of the Medical Academy, the organization and activities of separate institutes, prospects of development. The publication is supplemented with the bibliography of the Medical Academy. Graduates and present scientific workers of the Medical Academy in Lublin are the authors of separate chapters.

415. **Jakość kształcenia w szkołach wyższych. Materiały z konferencji naukowej Jadwisin k/Warszawy.** (The Quality of Education in High Schools. Materials from the Scientific Conference in Jadwisin near Warsaw). PWN, Warszawa 1974, 194 pp.

The publication contains a report on the activity of IVth Polish-German Seminar with regard to high education. The seminar was organized as a result of cooperation of the Institute of Education in High Schools in Berlin with the Institute of Scientific Policy and High Schooling in Warsaw. During the Seminar, the following problems were discussed: 1) the task of developing the socialist high schooling resulting from conditions and needs of the social-economic development (K. Konschil, M. Nast, H. J. Schulz); 2) social-economic and pedagogical conditioning of the quality of high school education (Z. Ludkiewicz, B. Steinhardt, H. Najduchowska, M. Gmytrasiewicz, H. D. Reuschel, H. Adler, Cz. Kupisiewicz, J. Kluczyński, W. Wolter, Z. Kietlińska); 3) theoretical and practical problems of defining and evaluating the quality of high education during the process of education as well as on the

basis of its results (K. Knopke, A. Buttler, G. Bechler. F. Januszkiewicz); 4) detailed problems of the organization and realization of the process of education and schooling as well as forms and methods of raising the quality of high education, discovering and developing the abilities of youth (I. Borzym, Z. Wańkowicz, S. Maas, R. Stegmaier, M. Nauman).

416. KALABARCZYK, RYSZARD: **Z badań nad zatrudnieniem szkół wyższych nie objętych ustawą o planowym zatrudnieniu.** (Research on the Employment of University Graduates not Encompassed by the Decree Concerning Planned Employment). *Dydaktyka Szkoły Wyższej* 1974, No. 3, pp. 43–68.

The scope of this article is limited to those graduates of high schools whom the decree of planned employment (issued on February 25, 1964) does not concern. The cases of 535 graduates have been investigated. They graduated in 1969 in the Polish Philology, foreign Philologies, History, Pedagogy, Psychology, Biology. They all graduated from universities, and 1/4 of them from the Warsaw University. The results of these investigations are given in detail in this article. It was observed that a considerable proportion of graduates changed their place of living, as compared with the place they lived in when beginning their studies, as a result of leaving to themselves the choice of their future job. A large proportion of them migrated to towns, especially to the biggest urban agglomerations. Not all graduates return, after completing their studies, to their voivodship; there are voivodships which accumulate especially numerous graduates. It was also asserted that a majority of students had chosen their branch of studies according to their interests. It was an important element in forming the policy of employing graduates. The majority of them, after graduating, obtain a job thanks to their own invention as well as to the support of parents and friends. The largest proportion of graduates, not encompassed by the policy of planned employment, found work in schools of all levels, cultural institutions, production plants and in administration. Amongst the examined group, the following proportions of graduates work accordingly to their acquired profes-

sion: psychologists (92.1 percent), pedagogues (80.9 percent), biologists (80.6 percent), foreign language philologists (73.5 percent), Polish philologists (64.7 percent), historians (58.8 percent). Only 67.7 percent of the investigated groups declared that their job is appropriate to their qualifications, and only 28.6 percent considered the skills they acquired to be fully used in their work.

417. KIETLIŃSKA, ZOFIA: **Szkoła wyższa jako środowisko wychowujące.** (High School as Educating Environment). *Dydaktyka Szkoły Wyższej* 1974, No. 4, pp. 49–54. Sum. Rez.

Educational tasks and functions of the high school are discussed from the point of view of developmental psychology which claims that the formation of man's personality and attitudes as well as of features of his character, mind, viewpoint, system of values and patterns of behavior is a permanent process. Factors influencing the shaping of man's personality are divided into four groups including: biological, psychical and social determinants as well as specially organized didactic process in school system. Conditions are presented which the high school must fulfil in order to become an educational environment, i.e.: 1) conditions of the conscious universality of educational activity purposefully controlled in educational processes of all organizational units, institutional and social high schools; 2) full integration of the universal engagement as well as of the universal educational activities, being expressed in the coordinate, uniform and consequent realization of consciously precised educational aims and ideals; 3) correct interpersonal relations in high school among students as well as between the environment of youth and the environment of academical teachers; the method of pedagogical democratism is favored treating a pupil as a copartner in the educational process.

418. KORNACKI, ZYGMUNT: **Przygotowanie studentów medycyny do twórczej działalności zawodowej.** (Preparing Medicine Students for Creative Professional Activities). *Dydaktyka Szkoły Wyższej* 1974, No. 4, pp. 111–117. Rez. Sum. Rés.

The author discusses the factors which limit the develop-

ment of creative abilities of medicine students, stressing the importance of the outdated unity of aims of medicine studies and their obsolete organization. Further on, the author presents the main forms of action taken by the Academy to prepare students for creative activities. The new forms of action are a part of the course of modernizing the didactic and educational process in medical academies. The following new forms of action are discussed: scientific societies and groups, socio-scientific vacational camps, individual forms of studies, as well as partnership and student cooperation in governing the institution. Basing his statements on the results of a questionnaire circulated among prorectors responsible for didactics and education as well as among academic councils of the Socialist Union of Polish Students, the author gives the opinions of the respondents which confirm the importance of new forms of work and also presents the present stage of their realization.

419. LEJA, LEON: **Modernizacja procesu kształcenia w szkole wyższej przez integrację nauki i dydaktyki.** (The Modernization of the Process of Education in a High School by Integrating Science with Didactics). *Dydaktyka Szkoły Wyższej* 1974, No. 4, pp. 59–75. Sum. Rés.

The subject of the author's considerations is the problem of the modernity of educational process consisting in: 1) the methodical employment of the principles of didactic technology in the realization of the program of education; 2) the employment of activating methods of education in the formation of student's educational structure; 3) the consideration in the didactic process of prospective educational aims. The analysis follows of the role of didactics in the activity of a high school pertaining to: the basic stage of education; the function and development of scientific staff being responsible for the progress of education; the employment of modern didactic means as well as the material didactic infrastructure.

420. PEREPECZKO, BARBARA: **Zagadnienia kierowanego samokształcenia na rolniczych studiach zaocznych.** (Controlled Self-

Education in the Extramural Studies of Agriculture). Dział Wydawnictw Akademii Rolniczej, Warszawa 1974, 185 pp. tab. bibl.

The publication reports on the scientific researches whose aim was to describe the structure of the self-educational process, especially students' self-educational abilities as well as their conditioning. The following research methods were employed: inquiry, interview, observation, analysis of records as well as psychological test by J. C. Raven "Progressive Matrix." Three high schools were subject to the researches. Among students from I, III and V year of studies, 236 sets were collected of thoroughly filled in inquiries and tests, 53 interviews with students as well as 75 interviews with scientific-didactic workers. The results were also obtained of participant observation of teachers' attending of students' meetings as well as of the pedagogical board. On the basis of the results obtained, the author discusses the organization and conditions of self-education of students from extramural studies, the sources of knowledge in the process of self-education, the means of fixing and controlling of knowledge, the aid of high school in the opinion of students, the didactic system of extramural studies in the opinion of scientific-didactic workers as well as the factors determining individual results of self-education.

421. TYMOWSKI, JANUSZ: **Unowocześnienie metod kształcenia inżynierów.** (Modernizing the Methods of Training Engineers). *Dydaktyka Szkoły Wyższej* 1974, No. 4, pp. 97–107. Rez. Sum. Rés.

A contemporary engineer must not only adapt himself to changes taking place in the society, he also must initiate these changes, being conscious of his aims as well as of the possible non-technical results of his technical decisions. Preparing such engineers requires changes in the methods of work of a Technical University. Educating, not teaching, must become the aim of a high school. A model engineer is supposed to have: 1) knowledge (basic — for instance: mathematics, physics, basic technical knowledge both specialistic and general, foreign language, etc.); 2) skill (the idea of how to use one's knowledge and how

to supplement it); 3) ability (to think, to connect abstract ideas with reality, to see and solve problems, to communicate with people); 4) qualities of character (readiness to make decisions, combativeness, initiative, understanding for new ideas, perseverance, ethics); 5) attitudes (engagement, motivation); 6) experience. Finally, the author discusses the recommendations put forward by a committee of UNESCO experts (Paris, September 1973) concerning the requirements which should be fulfilled by lecturers and suggestions as to the syllabus of technical studies.

422. ZBOROWSKI, JAN: **Przygotowanie studentów w uniwersytetach do twórczej działalności zawodowej.** (Preparing University Students for Creative Professional Activities). *Dydaktyka Szkoły Wyższej* 1974, No. 4, pp. 79–92. Sum. Rés.

The problem is presented of preparing students for professional activities on the basis of the process of educating candidates for teachers. The functions of the university are discussed: research-creative and didactic-pedagogical as well as didactic conditioning of the process of preparation for creative work. The links are distinguished of the educational process influencing the formation of student's intellectual activity, i.e.: 1) the system of solutions of sets of problems; 2) the system of knowledge about the means of solutions of these problems; 3) the system of educational norms. The present attempts are considered to modernize the methods of education, among other things the modernization of different forms of lecture, on-the-spot laboratory and designed exercises as well as of proseminars and seminars. Much attention is devoted to the function of scientific circles and students' training as well as to the preparation of prospective teachers for ideological-educational work with youth.

VI.6. ADULT

423. DŁUŻNIEWSKI, BOHDAN: **Rozwój kształcenia kursowego w XXX PRL.** (The Development of Course Education during the Thirty Years of the Polish People's Republic). *Oświata Dorosłych* 1974, No. 8, pp. 462–469.

Against the background of the economic-social situation in Poland during the first years after the war, the author discusses the problems of a demand for qualified staff for different branches of the national economy. A characteristics follows of the activity of centers and institutions training, first of all, people employed in trade as well as other workers. Much attention is given to the development of the network of educational centers and the greater significance of this type of education. Initially, these were courses of additional schooling, next — courses attempting to raise professional qualifications. The course education ranged from the staff of lower rank (workmen) to the managerial staff. In the article, the activity is presented of educational centers of various economic departments, the legal basis as well as the present state in this field.

424. JANCZUR, ANDRZEJ: **Eksterniści oczekują pomocy.** (Candidates for Examinations from Outside a School Wait for Help). *Oświata Dorosłych* 1974, No. 9, pp. 537–539.

The author's considerations pertain to several problems connected with examinations in respect of the program of a general secondary school. The conclusions are based upon sounding researches carried out on a sample of 177 persons who entered for these examinations in 1973. The research materials were gathered by means of a questionnaire and the author's interviews with the candidates. The following problems are discussed: 1) motives of entering for examinations; 2) means and time of candidate's preparation; 3) difficulties in self-education; 4) necessary changes in the way of qualifying candidates for examinations as well as forms of help for them.

425. KRAJEWSKA, KAROLINA: **Bibliografia oświaty dorosłych za wrzesień 1973–sierpień 1974.** (The Bibliography of Adults' Education, September 1973–August 1974). *Oświata Dorosłych* 1974, No. 1–10.

This is the current bibliography of the Polish literature concerning the adults' education printed in each issue of this magazine. The materials are classified according to the following problems: 1) general problems; 2) the edu-

cation, self-education and raising professional qualifications of adults, professional education; 3) the cultural-educational activity, amateur artistic movement; 4) reading. Every segment of bibliography contains about 70 items, some of them being annotated.

426. PÓŁTURZYCKI, JÓZEF: **Charakterystyka uczniów dorosłych.** (Characteristics of Adult Learners). *Oświata Dorosłych* 1974, No. 10, pp. 577–586.

On the basis of the Polish literature as well as of the results of the investigations carried out lately, the author defines the notion "adult learner," gives a demographic characteristics of adult learners in Poland in separate types of schools as well as of pupils employing various forms of out-of-school education. The discussion follows of psychological features of adult learners as well as of possibilities of taking up studies.

427. RACZYŃSKI, WIKTOR: **O lepszy system kształcenia korespondencyjnego.** (A Better System of the Correspondence Education). *Oświata Dorosłych* 1974, No. 9, pp. 550–553.

The author discusses the conception of the organizational structure of the system of adults' correspondence education. In order to standardize this system the author suggests to set up: 1) The Central Board of Correspondence Education subordinate to the Council of Ministers whose aim should be to conduct the policy in this respect, to elaborate and issue normative acts and directions as well as to supervise and control the subordinate organizational institutions; 2) The Institute of Correspondence Education for scientific researches as well as for the development of didactic process; 3) The University of Correspondence Education being an independent university, the aim of whose should be to educate at the elementary, intermediate and higher level as well as to educate scientifically. Much attention is devoted to a characteristics of the system of education in the University of Correspondence Education. The organizational structure is presented in a diagram included.

428. TUROS, LUCJAN: **Problemy metodologiczne andragogiki.** (Methodological Problems of Andragogy). *Nauczyciel i Wychowanie* 1974, No. 5, pp. 21–29.

Considerations contained in the article attempt to define fundamental shortcomings in the field of methodology and the theory of andragogy. The author indicates main difficulties encountered in the formulation of theoretical explanations taking into consideration a variety of factors influencing an adult, his development and activity. Such a theory would permit carrying out interdisciplinary investigations as well as surmounting research isolationism which is a universal phenomenon among Polish andragogues. The author draws our attention to five basic problems which require scientific solutions, i.e.: 1) integration of methodological experiments of all scientific centers in Poland; 2) organization of contacts between the Polish andragogy and the world science; 3) cooperation of andragogy with other social sciences; 4) elaboration of the conception of the model of socialist culture; 5) defining the degree of self-dependence and a distinct character of andragogy in comparison with other sciences — the subject of investigations, research techniques as well as this science's own point of view. Difficulties are also described connected with the growing independence of this discipline of science.

429. WÓJCIK, ELIGIUSZ: **Kierunki działalności wychowawczej, kulturalnej i oświatowej związków zawodowych.** (Trends in the Educational and Cultural Activity of Trade Unions). Instytut Wydawniczy CRZZ, Warszawa 1974, 39 pp.

The book is devoted to the tasks of trade unions in respect of the education, raising professional qualifications as well as of the culture and organization of leisure. The author gives consideration to the social-organizational activity of trade unions concerning the education for workers, the role of an institution in raising the level of general education as well as of professional qualifications of workers: additional schooling within the range of the material from elementary school, vocational school and engineering

school, raising professional qualifications in an institution as well as during courses outside of it. The problem is also stressed of the permanent education, the aids for learners and the tutelar activity of institutions concerning schools. In connection with the trade unions' tasks pertaining to the culture and the organization of leisure, the author discusses the economic basis of educational and cultural activity as well as the activity of trade unions' libraries, the amateur artistic movement and the organization of leisure.

430. WESOŁOWSKA, ANNA and WESOŁOWSKA, EUGENIA: **Szkolnictwo ogólnokształcące dla dorosłych — stan aktualny i najbliższe zadania.** (The General Education for Adults — the Present State and Tasks). *Oświata Dorosłych* 1974, No. 7, pp. 402–406.

The author gives consideration to the present needs in respect of general education, at the level of elementary and secondary school, for adults. The main legal acts and instructions are discussed of central authorities concerning the development of the system of this type of education in Poland. A characteristics follows of various organizational forms of adults' education enabling people of different living conditions to take up studies. These are the fundamental professional studies, general secondary schools of various types, evening schools, schools of correspondence, extramural studies as well as so-called subject groups in which the program of education consists of three types of subjects: I — the natural sciences, II — the exact sciences, III — the arts. The author's other considerations refer to the network of schools, difficulties in their functioning as well as to the prospective tasks. The article contains statistical tables.

431. ZDUNEK, JÓZEF: **Uczniowie Telewizyjnego Technikum Rolniczego.** (The Pupils of the Television Agricultural Engineering School). *Oświata Dorosłych* 1974, No. 9, pp. 534–537. tab.

The basic form of agricultural education for the workers of individual farms, the State Agricultural Farms, cooperative farms as well as for other institutions connected

with the agriculture in Poland are: general agricultural schools and groups of argicultural training for the graduates of these schools, intramural and correspondence engineering schools as well as the new form of education — Television Agricultural Engineering School. The author, on the basis of questionnaires, inquiries and the analysis of school records, gives a detailed social-demographic characteristics as well as the motives of taking up studies by the students of the Television Agricultural Technical School. The investigations embraced a sample of 79 persons.

VI.7. SPECIAL

432. DYKCIK, WŁADYSŁAW: **Współdziałanie szkoły specjalnej ze środowiskiem w zakresie opieki społecznej nad dziećmi lekko upośledzonymi umysłowo.** (The Cooperation between Special School and Environment in Respect of Social Care for Slightly Mentally Handicapped Children). *Studia Pedagogiczne*, Vol. 32, 1974, pp. 231–249.

The article indicates the possibilities of efficient rehabilitating work of special school through its cooperation with out-of-school social environment. The investigations carried out in one of the special schools in Poznań in 1971/1972 constitute the basis of the considerations. The needs and significance are discussed of connections between special school and environment as well as the scope of educational functions of environmental institutions in relation to the special school in a great city. The conception is presented of the cooperation between special school and environment with regard to tutelar functions. Much attention is devoted to the activity of the school under investigation with respect to tutelar functions based on the system of contacts and cooperation with environmental institutions. Precise diagrams are included of the system of contacts of school with the environment from the point of view of care for children as well as of the system of tutelar activities of special school.

433. KOWALCZYKOWA, JANINA: **Placówki oświatowo-wychowawcze dla głębiej upośledzonych w Warszawie w okresie**

1963–1973. (Educational and Schooling Institutions for Handicapped Children in Warsaw in the Years 1963–1973). *Szkoła Specjalna* 1974, No. 3, pp. 231–234.

The article contains a short outline of the history of special schooling in Warsaw as well as characterizes its present state. The first Polish school for handicapped children was built in Warsaw in 1963 on the initiative of the Inspectorate of Education — Mokotów, with the cooperation of parents, teachers and social organizations. Didactic-educational program of school was characterized by a great elasticity and was subject to many modifications. Nowadays, there are six independent institutions of this type in Warsaw, including three special kindergartens and three so-called "schools of life." About 420 children were under the didactic educational care. Children's qualifications to schools are defined by a special center of selection. Graduates of "schools of life" enter one-year course preparing for work, then they are subject to various forms of special education organized by the Center of Aid for Children of Special Care of the Society of Help for Children. Handicapped youth finds work in specially organized Institutes for Labor Protection set up by the common effort of the School Superintendent's Office, Invalids' Cooperative Society as well as of the Center of Aid for Children.

434. KUBECZKO, JÓZEF: **O wychowaniu dzieci upośledzonych umysłowo.** (The Education of Mentally Deficient Children). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 182 pp.

The discussion is given about the problems concerned with the development of mentally deficient children as well as with their preparation for life. The publication is designed for parents, teachers from kindergartens and elementary schools. Main attention is devoted to the progress in the historical development of pedagogical thought in connection with the education of mentally deficient children as well as to the development of special education in Poland, its present state and means of recruiting children to schools and special institutions. The characteristics is also given of mental deficiency and its

types, methods of bringing up these children in the family. The publication contains a report on the cooperation between the family and social school together with its form which is called "school of life" and is designed for children with a greater degree of mental deficiency.

435. NAWROT, JACEK: **Ergoterapia w wychowaniu dziecka upośledzonego fizycznie.** (Ergotherapy in Educating Physically Handicapped Children). Państwowe Zakłady Wydawnictw Lekarskich, Warszawa 1973, 166 pp. il. bibl.

The subject of the book is the organization of the therapy of activities as well as of proper educational conditions and their influence upon the frame of mind and progress of physically handicapped children in their adaptation to the life in the society. The work consists of three parts. Part I: "Basic Assumptions of Ergotherapy as Methods of Psychical Rehabilitation of Physically Handicapped Children" draws attention to the educational atmosphere of the closest environment and its influence upon the psyche. The basic types of activities are also discussed belonging to the ergotherapy, i.e.: therapy of toys, therapy of activities and therapy of work. The selection of types of activities depends on children's age, their psychical and physical possibilities. Part II: "The Organization of Working Conditions of Children as the Method of Rehabilitating Influence of the Therapy of Activities" considers the problems connected with the organization of housing conditions, the number of children in groups as well as with the duration of activities. Much attention is devoted to the conception of organizing so-called "green workshops," i.e., out-of-doors activities for the therapy of activities in spring-summer time. Part III: "Direct Influencing of the Child in Therapy of Activities" is devoted to educational problems. The author emphasizes the importance of educational atmosphere and the attitude of ergotherapeutic educator which have a great influence upon bringing the handicapped child back to the society. The proper educational atmosphere depends to a high degree on the authority of ergotherapeutist as well as on the just and objective evaluation of child's progress and behavior. Attention is

also given to the component and thoughtful employment of the scale of negative evaluations. The last chapter of the book is entitled "Examples of Raising the Efficiency of Children in the Therapy of Activities."

436. NOWAK, JÓZEF: **Kształcenie dzieci głuchych w województwie warszawskim w XXX-leciu Polski Ludowej.** (The Education of Deaf Children in Warsaw Voivodship during Thirty Years of the Polish People's Republic). *Szkoła Specjalna* 1974, No. 4, pp. 347–351.

The author describes the situation in education and schooling during the last thirty years. Organizations of education are discussed as well as forms of education from kindergartens to vocational school. The beginning and development of education and schooling care for deaf children dates from the opening of the first National Educational Institute for Deaf Children in Świder near Warsaw. Nowadays, there are three institutes of this type in Warsaw Voivodship. Three hundred and thirty children were subject to educational process in the years 1973–1974. The institutes mentioned above ensure in 100 percent the needs of the voivodship in respect of educating deaf children as well as serve additionally other parts of the country. They are situated far from urban areas (in good climatic conditions, with great possibilities of sports recreation) which is the reason for difficulties in the stability of pedagogical staff. All the three institutes for deaf children are provided with special acoustic equipment. The institutes embrace: special kindergarten, two elementary schools and special school for mentally deficient deaf children. Graduates from elementary schools for the deaf get places in educational institutions preparing for different professions. Children are directed to institutes for the deaf by the School Superintendent's Office of the Warsaw School Center on the basis of conclusions of the Center of Selection for Children with Speech and Hearing Defects in Warsaw.

437. SROKOSZ, WACŁAW and THEN, LESZEK: **Zainteresowania sportowe, sprawność fizyczna a wyniki w nauce uczniów szkoły podstawowej specjalnej.** (Sports Interests, Physical Fitness

and Educational Attainment of Pupils from a Special Elementary School). *Szkoła Specjalna* 1974, No. 3, pp. 236–247.

The article analyzes the role of physical training and sports in the didactic-educational process of pupils from special schools. Dependences are investigated between the level of sports interests, physical fitness and educational attainment. The investigations were carried out in Cracow in the school year 1972/1973 in one of special elementary schools. They embraced a sample of 54 grade V, VI, VII pupils aged 11–17. The subjects came mainly from families of workers, their mental deficiency being within the bounds of a handicap. Pupils' family environment proved to be unsatisfactory morally as well as with regard to the attitude toward the child. In the investigations the test was employed of physical fitness by L. Denisiuk as well as the test of sports news (20 questions). The analysis was also made of school records and interviews were conducted with teachers and a school psychologist. The material gathered is illustrated with five tables. Table 6 presents factors of correlation for separate variables and separate groups of pupils. The investigations showed the connection between the physical fitness and the mental capacity. The lowering of mental capacity is often accompanied with the lowering of physical fitness as well as with a weaker physical development. A great emotional load included in physical training and sports allows to restore psycho-physical balance as well as to eliminate complexes.

438. STECEWICZ, A. and GÓRALÓWNA, M. and BUŁAKOWSKA, A.: **Organizacja i działalność Okręgowej Poradni Rehabilitacji Dzieci z Wadami Słuchu w Szczecinie.** (The Organization and Activity of the District Clinic of Rehabilitation of Children with Defects in Hearing in Szczecin). *Szkoła Specjalna* 1974, No. 4, pp. 357–358.

The authors give consideration to the methods of work and achievements of the Clinic of Rehabilitation of Children with Defects in Hearing in Szczecin being one of 13 institutions of this type in Poland. About 762 children have been registered for 10 years, in this num-

ber 165 children who completed the elementary school for those with good hearing. Nowadays, 316 little patients are under care. The main task of the Clinic is to care for children with defects in hearing as well as to teach them fluent and correct speech. For the fulfilment of this aim a complex rehabilitation is needed conducted by a body of specialists: doctors of logopedy, pedagogs and psychologists in cooperation with the child's closest environment. The clinic is furnished with costly and varied medical equipment. The Clinic of Rehabilitation in Szczecin carries out individual research work as well as cooperates with numerous diagnostic, therapeutic and educational institutions, especially with the Otolaryngological Clinic of the Pomeranian Medical Academy. On the initiative of the clinic, training of doctors and nurses is conducted in respect of detecting defects in hearing with the aid of simple verbal tests.

439. TOMASIK, EWA: **Proces kształtowania się grupy wychowawczej w zakładzie resocjalizacyjnym.** (The Process of Forming Educational Group in the Resocialization Institution). *Szkoła Specjalna* 1974, No. 4, pp. 319–327.

The article is a synthetic elaboration of the materials included in the diploma works of students from M. Grzegorzewska National Institute of Special Pedagogy written in the years 1971–1972 on "Resocialization of Socially Nonadapted in Educational Group in the Educational Institutions or Reformatories." The investigations embraced educational institutions and reformatories in the whole country. Nineteen groups, i.e., 430 students were subject to the investigation. The average age of subjects in the educational institutions was 12–18.1, whereas in the reformatories — 14.2–20.5. The characteristic feature of the population under investigation was school retardation. The data collected are illustrated with tables. The following problems are under discussion after the researches: 1) criteria of forming groups in resocialization institutions — belonging to a definite school class, age, rarely the degree of student's demoralization; 2) factors not favoring the positive integration of groups (impeding resocialization influence); 3) factors favoring the positive

integration of groups (facilitating resocialization) — forms of work connected with the youth self-government, different sociotechnical activities (techniques of reorganizing, lowering or raising social status, organizing competition among groups, etc.), the organization of sports-tourist activities, circles of interest, etc.

440. URBAŃSKA, BRONISŁAWA: **Losy absolwentów szkół zawodowych specjalnych dla upośledzonych umysłowo.** (Graduates of Vocational Schools for Mentally Handicapped). Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1974, 167 pp.

The publication aims at evaluating instructive and educational work of special vocational schools through evaluating the professional activity of their graduates. Catamnestic research which embraced a sample of 144 graduates was carried out by the Psychopedagogical Laboratory of the National Institute for Special Pedagogy through interviews in schools, at home, in institutions with their former teachers, families, spouses and superiors in institutions. Analysis of data collected concerns: graduates (male youth) in the learning period in both elementary and vocational schools, the effects of their professional activity, as well as their family and social status, comparisons with the simultaneous evaluation of their attitudes in school, home and professional environments.

441. WESOŁOWSKA, MARTA: **Uwarunkowania środowiskowo-rodzinne rekrutacji dzieci do zakładu wychowawczego.** (Environmental-Family Conditioning of Recruiting Children to the Educational Institution). *Szkoła Specjalna* 1974, No. 3, pp. 250–256.

The article deals with the significance of the knowledge of family environment during the recruitment of children to educational institutions. The conclusions are based on the investigations carried out in one of the educational institutions in Bydgoszcz Voivodship. They embraced a group consisting of 136 wards and 124 families. School records were employed as well as materials gathered by means of a questionnaire. The problem is considered in various aspects, whereas the results of investigations are

illustrated with two tables. The first table presents two different groups of children: 1) children directed from an educational institution at the suggestion of persons not connected with the family, i.e., teachers, neighbors, militia, court constitute 40.3 percent; these are children with special problems usually characterized by a high degree of demoralization. Table II is a statistical arrangement of data concerning the duration of child's stay in an institution. Environmental interviews are carried out every year in order to requalify children in an institution. The analysis of materials investigated proves that the process of recruiting youth to an institution as well as its rehabilitation are effective only when: 1) an institution creates maximum conditions of the full development of juveniles' personality; 2) a ward during his stay in an institution is ready to make an effort in this direction; and 3) his own family helps him in this respect.

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